

10

Campus Diversity Training Workshops

Prepare, Excite & Engage
Trainers to Improve
Inclusion Efforts



PAPERCLIP COMMUNICATIONS

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SAMPLE



Gender Roles and Relations

Gender Roles and Relations

When it comes to gender, there are multiple lenses to look through. Gender stereotypes often impact how we believe people *should* act and the expectations that are implied. However, gender roles are ever-changing in today's society, as family structures, economic necessity, self-awareness and more come into play. Defining, "What does it mean to be a man/woman?" often has no clear-cut answer.

This fluidity can impact gender relations, too. Issues such as healthy relationships, coercion, consent, communication and more are in the mix, as individuals work to navigate their roles and connections.

We see this in a variety of contexts. Current Title IX regulations are leaning toward enhanced protections for those accused of sexual assault, many of whom are male. The #MeToo movement is supporting survivors by encouraging them to speak out about sexual violence and is "committed to disrupting all systems that allow sexual violence to flourish," according to MeTooMvmt.org. Women's empowerment makes some men feel victimized, while others are proudly supportive. The "Boy Crisis" spotlights pressures that today's males often face, while "toxic masculinity" emphasizes strength based on aggression, status and sex, viewing emotions as a weakness.

And gender identity, which *Teaching Tolerance* defines as "an individual's deeply held sense of being male, female or another gender... separate from biological sex," is important to consider, too. Many students are working — and sometimes struggling — to express their gender identity, often on a gender spectrum "outside of the either/or choices relating to sex and gender," the magazine explains. Challenges are often present when it comes to gender expression because, "Societal expectations of gender expression are reinforced in almost every area of life."

So, it's important to make gender roles, expression and relations part of the diversity conversation, as we work to better understand the differences, become more aware of these differences' impact and continue evolving.

Sources: "Gender Stereotypes," *Annual Review of Psychology*, Vol. 69:275-298, Jan. 2018; MeTooMvmt.org; *Teaching Tolerance*, Issue 50, Summer 2015

An average difference of 50 minutes per day in the time spent on housework was observed between male and female members of couples living in the United States.

Source: Bureau of Labor Statistics, 2016

Key Definitions

Here are some key definitions related to Gender Roles and Relations that may come up in conversation...

#MeToo Movement: “By bringing vital conversations about sexual violence into the mainstream, we’re helping to de-stigmatize survivors by highlighting the breadth and impact sexual violence has on thousands of women, and we’re helping those who need it to find entry points to healing,” according to MeTooMvmt.org. “Ultimately, with survivors at the forefront of this movement, we’re aiding the fight to end sexual violence. We want to uplift radical community healing as a social justice issue and are committed to disrupting all systems that allow sexual violence to flourish.”

Cisgender: “People whose gender identity and biological sex align are called *cisgender*.” (*Teaching Tolerance*, Issue 50, Summer 2015)

Deadnamed: This means being referred to by a given name which an individual now considers “dead” and not representing that person’s gender identity.

Gender: This “refers to the characteristics and behaviors that a society or culture associates with males and females. The terms ‘masculine’ and ‘feminine’ are usually used to describe gender.” (“Boys to Men: Teaching and Learning About Masculinity in an Age of Change” lessons in *The New York Times*)

Gender-expansive and Genderqueer: These are “two of many terms used by people to describe themselves as somewhere on a gender spectrum — outside of the either/or choices relating to sex and gender.” (*Teaching Tolerance*, Issue 50, Summer 2015)

Gender Expression: This is “the way we show our gender to the world around us.” (*Teaching Tolerance*, Issue 50, Summer 2015)

Gender Identity: This is “an individual’s deeply held sense of being male, female or another gender. This is separate from biological sex.” (*Teaching Tolerance*, Issue 50, Summer 2015)

Machismo: “1. Having an unusually high or exaggerated sense of masculinity. Including an attitude that aggression, strength, sexual prowess, power and control is the measure of someone’s manliness. Also, a machismo man feels having these traits entitles him to respect and obedience from men and women around him.
2. The belief in the right to dominate and control, including, but not limited to, control over women.” (*Urban Dictionary*)

Misgendered: Using the wrong pronouns and references to label someone, which can deny that individual’s gender identity.

Sources: *Teaching Tolerance*, Issue 50, Summer 2015, www.tolerance.org; MeTooMvmt.org; *The New York Times*, 4/12/18; The Good Men Project, GoodMenProject.com; *Urban Dictionary*

Exploring Gender Stereotypes

This activity allows participants to examine gender stereotypes and how they impact societal expectations, norms and more.

To Do:

- Explain to participants that you're going to focus on some of the "shoulds" or expectations inherent in our society, as they relate to gender roles and stereotypes.
- Hand out several sticky notes to each person. And label one section of your board/newsprint "Men" and one "Women."
- Ask your group, "How are men expected to act?" and "How are women expected to act?" (also feel free to discuss other gender identities). Then, ask them to write answers on individual sticky notes and place them under the two categories.
- Once everyone is done, ask a willing participant to come up and read off folks' answers.
- Then, you can pose questions about the responses, such as...
 - What struck you most about this list?
 - How do gender expectations impact kids? Adults? You?
 - What role does culture play?
 - How might these expectations play out in the home? The workplace?
 - How can these "shoulds" impact how we define ourselves?
- Encourage participants to focus on becoming very aware of one gender stereotype after they leave, considering how it can limit, spotlight or encourage the people it impacts.

For certain audiences, an article discussion about Gender Stereotypes might fit the bill. Consider "Gender Stereotypes" in the January 2018 issue of *Annual Review of Psychology* (<https://bit.ly/2AJ1M1D>).

My Statement of Strength

This activity allows participants to focus on the strengths they associate with their gender roles.

Note: Make sure participants know that no one is required to reveal their gender identity unless they feel comfortable doing so.

To Do:

- Put the statement, “What it means to be a/an (adjective) (gender identity)” on a white board or piece of newsprint so everyone can see it.
- Encourage participants to fill in the blanks for themselves. Their statements may translate to things such as what it means to be a strong woman/authentic man/original transgender woman/determined gay man, etc.
- Then, give them time to list 5-10 things under their personal statements, reflecting what it means to them.
- Encourage those who are comfortable to share their statements with the group.

In the Minority

Harve is a member of the Nursing Association at your college, which is made up of campus nursing students. He is one of only two male students who belong to the group.

During a recent meeting, the female president jokingly points at Harve and says, “Take notes on this, wench.” The other members laugh and Harve picks up his pen, even though he’s feeling uncomfortable being singled out like this. He believes that because he’s in the minority as a male student, the female officer who has power over him took advantage and turned him into a joke. The more Harve thinks about it, the angrier he gets.

For Discussion:

- What about this situation could have made Harve uncomfortable?
- What if the genders had been reversed?
- What are your thoughts about the word “wench”?
- How could Harve address this situation?

Stepping in to Stop a Friend

You’re at an off-campus party with some friends from your intramural basketball team. Everyone is drinking and one guy, Derek, is acting nuts, going up behind women at the party and dancing very closely. Some laugh off his actions and play along while you see others pushing him away, clearly uncomfortable with his lack of boundaries.

Derek doesn’t seem to realize the discomfort he’s causing and soon corners Bonnie, bumping and grinding against her. Bonnie seems intoxicated and you see her laughing and drinking with Derek while also pushing him away at times.

Soon you realize that Derek is starting to lead Bonnie into a private room and several thoughts go through your mind. If Bonnie is too drunk to consent to sex, Derek could be accused of raping her. And, if Bonnie doesn’t want to have sex but Derek pushes it, she could be raped. Or maybe they’ll have consensual sex. It’s hard to know the outcome, yet you don’t feel completely right just sitting by. So, you say to Derek, “Dude, she’s drunk and this could be a mistake.” He stares you down, hard, saying, “I’ve got it — lay off!”

You see that Bonnie is having a hard time standing, so you put your arm around her and lead her away from Derek. He is *pissed* and gets in your face, ready to fight.

For Discussion:

- What might you do next in this situation?
- How does consent come into play?
- What role does gender play?
- Do you think intervening as a bystander would be easier or harder with a friend? Why?

Gender Reflections Worksheet

As with any diversity topic, it's important to explore our own backgrounds, biases, feelings and beliefs about gender before we can truly understand where others may be coming from. Consider the following questions about gender and its impact on you...

What's expected of me as a (gender identity here) by...

- My family
- My friends
- My teachers/students
- Society
- Others

The gender roles I grew up with included...

My culture impacts/impacted my view of gender by...

_____ is a role model for me when it comes to being a strong, authentic (gender identity here) because...

An area of strength for me when it comes to gender awareness is...

An area for me to work on when it comes to gender awareness is...

And I plan to work on this area by...

Embracing My Strengths

Some things that make me a strong (gender identity here) include...

- 1.
- 2.
- 3.

Gender Toxicity Handout

Here are some facts about gender toxicity...

Toxic Masculinity

This is “a narrow and repressive description of manhood, designating manhood as defined by violence, sex, status and aggression,” according to The Good Men Project. “It’s the cultural ideal of manliness, where strength is everything while emotions are a weakness; where sex and brutality are yardsticks by which men are measured, while supposedly ‘feminine’ traits — which can range from emotional vulnerability to simply not being hypersexual — are the means by which your status as ‘man’ can be taken away.”

Toxic Femininity

“Unbalanced feminine energy (toxic femininity) because of its inward focus, moves in an inward fashion,” writes Keri Mangis on The Good Men Project site.

“Guilt, depression, anxiety, lack of self-worth, bitterness, spite, jealousy, passive-aggressiveness, or clingy behavior — these are the symptoms of the toxic feminine. (From an archetypal perspective, note that toxic femininity can exist in a woman or a man.)

“Toxic femininity is a self-destructive, inwardly-directed energy that sometimes, but not always, projects this inner pain upon others. Toxic femininity is a cry for help from someone who struggles with core survival issues such as self-worth, self-acceptance, and self-love,” she continues, saying that, if it remains unchecked, it can lead to depression, anxiety, eating disorders or self-harming acts, plus move outward to be taken out on other women through using derogatory terms, passing judgment and invalidating another woman’s path. It can also be expressed toward a partner via petty criticism, jealousy and unwarranted suspicion.

Being a “Good Man” vs. a “Real Man”

Michael Kimmel, an author and professor at Stony Brook University (NY) who founded the Center for the Study of Men and Masculinities (<https://www.stonybrook.edu/commcms/csम्म>), describes the contradictions society imposes on men and their consequences as “the tensions in men’s heads between what it means to be a *good* man and what it means to be a *real* man.”

Kimmel once asked West Point cadets what being a “good man” entailed and they said:

- Honor
- Duty
- Sacrifice
- Responsibility
- Standing up for the little guy

He also asked them what it meant to “man the f up” and be a *real* man and they said:

- Being strong and stoic
- Never showing your feelings
- Playing through pain
- Getting rich
- Getting laid

Source: “The Many Possible Meanings of the ‘Masculinity Crisis,’” *The Atlantic*, 6/26/18

Avoiding Gender-Based Assumptions Worksheet

Many well-meaning people misgender other people every day. It can take the form of saying, “Hey, you guys” to a mixed-gender group or assuming everyone in a group is female when saying, “Hello, ladies,” leaving out the transgender male in your midst as a result.

Getting in the practice of using gender-neutral language to overcome these assumptions is fairly simple. Here’s a chance to practice — just write a comfortable alternative statement across from each one provided below...

“Shifting to gender neutral language respects and acknowledges the gender identities of all people and removes assumptions.”

- Toni Latour

For a PDF of her “Hello There” card created to prevent misgendering people, go to www.tonilatour.com/hello-there/.

Instead of Saying...	A Gender-Neutral Response Could Be...
“Nice seeing you, ladies!”	
“Thanks, dude.”	
“How are you guys doing?”	
“Hello, gentlemen.”	
“I appreciate your help, ma’am.”	
“Sir, can I get you anything?”	
“So, girls, what’s happening today?”	

Having gender-neutral alternatives in your back pocket that welcome everyone will become more natural with time and practice.

Resources

Here are some resources you can use to supplement this training information on Gender Roles and Relations...

- “The Mask You Live In” Documentary Exploring What It Means to Be Male in Our Society: <http://therepresentationproject.org/film/the-mask-you-live-in-film/>
- Human Rights Watch’s “Women’s Rights” Focus: <https://www.hrw.org/topic/womens-rights#>
- Richmond College’s (VA) Positive Image of Masculinity Efforts: <https://rc.richmond.edu/masculinity/image.html>
- 51% Radio Show and Podcast About Women’s Issues: <https://www.wamc.org/programs/51>
- The Good Men Project: <https://goodmenproject.com>
- “The Hunting Ground” Documentary (2015) About Campus Sexual Assault: <http://thehuntinggroundfilm.com>
- “It’s On Us” Campaign to Prevent Sexual Assault: <https://www.itsonus.org>
- The Center for the Study of Men and Masculinities at Stony Brook University (NY): <https://www.stonybrook.edu/commcms/csम्म/>
- “He Named Me Malala” Movie about the Real-Life Malala Yousafzai and Her Fight for Female Global Education: www.henamedmemalalamovie.com
- National Public Radio’s StoryCorps Stories Related to Gender: <https://storycorps.org/listen/?s=gender>
- NASPA’s Center for Women Examining Issues Relevant to Women in Higher Education: <https://www.naspa.org/constituent-groups/groups/center-for-women>
- ACPA’s Coalition on Men & Masculinities to Discuss the Role Men’s Development Plays Among Student Affairs Educators: www.myacpa.org/scम्म
- Gender & Sexual Identity Resources from Teaching Tolerance: <https://www.tolerance.org/topics/gender-sexual-identity>
- Gendered Innovations at Stanford University (CA): <http://genderedinnovations.stanford.edu/terms/gender.html>
- Speech on Ending Toxic Masculinity from Actress Jameela Jamil from The 2019 MAKERS Conference: <https://yhoo.it/2DnWXey>
- Giltette’s “The Best Men Can Be” Ad Addressing Toxic Masculinity: <https://giltette.com/en-us/the-best-men-can-be>
- A Collection of TED Talks (and More) on Gender: <https://www.ted.com/topics/gender>

Where Do You Stand?

This is a bystander intervention campaign from Men Can Stop Rape, portraying young men role modeling intervention strategies. Learn more at: www.mencanstoprape.org/Strength-Media-Portfolio/preview-of-new-bystander-intervention-campaign.html.

Discussion Questions

To have further in-depth discussions on the topic of Gender Roles and Relations, here are some questions to get you started...

- What pressures do today's boys/men face from the media? Peers? Adults in their lives?
- What pressures do today's girls/women face from the media? Peers? Adults in their lives?
- How do these pressures sometimes play out?
- What is your reaction when you hear male-bashing/female-bashing language and "jokes"?
- Students accused of sexual assault often claim they aren't treated as fairly and impartially as those they allegedly assaulted. What are your views on this issue?
- How can we better support pregnant and parenting students on campus?
- Why do you feel/not feel that using gender-neutral pronouns on campus is important?
- What are some of the most harmful male/female stereotypes that you're aware of? Why do you think they're so harmful?
- Does a rise in women's empowerment victimize and/or threaten men? Why or why not?
- How have gender roles changed since your parents' generation?
- How can we make our campus more open and welcoming so survivors of sexual assault feel comfortable reporting?
- What more can we be doing to prevent sexual assaults from happening in the first place?
- Is it the responsibility of potential victims or potential aggressors?
- How can people of all genders communicate more effectively about issues of consent?
- Why does the gender pay gap still exist in modern times?
- What can be done about it?
- What is the impact of "toxic masculinity" in today's society?
- How do issues of gender intersect with other identities?

Audience Adaptation Tips

Here are some ways you can adapt Gender Roles and Relations training topics to various audiences...

When meeting with groups related to HR concerns...

- Discuss sexism and its impact on the workplace
- Talk about issues such as the gender pay gap or maternity/paternity leave

When gathering faculty members...

- Explore how gender stereotypes may play out in the classroom
- Infuse specific gender-related topics — such as father's rights, feminism, reproductive rights, political representation or the education of girls throughout the world — into the subject matter

When training people who work with/will work with children...

- Tap into the Anti-Defamation League's excellent listing of Gender & Sexism books at <https://bit.ly/2TDFYvZ>
- Discuss how early reinforcement of gender roles can limit children's growth

The Positive Image of Masculinity: Promoting Authentic Masculinity

At Richmond College, within the University of Richmond (VA), they promote the idea that "being a man is about discovering your best self." The elements of a Positive Image of Masculinity offer male students a template to find their own authentic brand of masculinity, according to their website. "The Positive Image of Masculinity provides our students with a blueprint to 'Man Up' in a way that does not deny the humanity of any other person."

The elements include...

- **Act with Sound Judgment** – think about the consequences of your actions, the impact of your words and actions, and make decisions grounded in your personal ethical/moral framework
- **Demonstrate a Generosity of Self** – include and support other members of the community and think about how to contribute to the greater good
- **Live with Confidence** – work to get comfortable with the person you're becoming by understanding and accepting your unique values, qualities and beliefs

Learn more at: <https://rc.richmond.edu/masculinity/image.html>.

Audience Adaptation Tips *continued*

When meeting with student leaders...

- Talk about gender roles and leadership styles
- Examine how student leaders can create more inclusive environments for people of all gender identities

When talking with single-gender groups...

- Explore an issue such as promoting authentic masculinity (see box on previous page)
- Discuss issues of safety and well-being related to gender

When training students...

- Discuss bystander intervention, especially when it comes to issues of consent, coercion and sexual violence
- Talk about gender-neutral language and its impact on creating a more inclusive environment

When working with Greek Life students and staff...

- Discuss issues of reputation, adherence to traditional expressions of masculinity, bucking “the norm” and more by tapping into the article “Fraternities Can Push Boys Toward a Terrible Sort of Masculinity — Or Help Them Resist It” in *The Atlantic*, Feb. 2019
- Also consider talking about the related book *Fraternity: An Inside Look at a Year of College Boys Becoming Men* by Alexandra Robbins (2019)

When talking with staff members...

- Explore the issue of gender identity and how assumptions can be harmful
- Discuss the intersection of race and gender

Building Blocks

Some ways to build upon the topic of Gender Roles and Relations to spread awareness throughout campus include...

- Host a Teach-in to focus on contentious gender-related topic such as slut-shaming, male-bashing and sexual harassment
- Encourage residence hall councils to each select a prominent woman on campus to “adopt” for March’s Women’s History Month (with their permission, of course!) — and then they can tap into that person for open discussion forums, Q&As to be published on hall Facebook pages or in the campus newspaper, career advice sessions and more
- Post definitions of various gender identities (see the Prep Pages for a start) as part of a “We Welcome *Everyone*” campaign
- Sponsor a training for any campus workers in customer service roles (support staff, student center employees, etc.) to discuss the positive impact of using gender-neutral language when engaging with the public
- Work with several theater students to act out mini scenarios spotlighting the messages that boys and girls often hear, causing them to grow up in certain mindsets — and then share these scenarios as catalysts for discussion
- Conduct a bystander intervention training so people of all genders can learn how to overcome barriers to participation and become active, engaged bystanders, especially in cases where sexual assault or sexual harassment may occur
- Meet with pregnant and parenting students to see how your campus can more effectively meet their needs to retain them and help them persist to graduation
- Be sure that all new hires learn about what constitutes sexual harassment and your institution’s strict stance against it, from the very beginning
- Partner with an organization such as One Love to have an open discussion about dating violence and how to prevent it
- Work with athletic groups to discuss sports-related body image issues
- Start a hypermasculinity or toxic femininity support group for students who were raised with these traits and want to overcome them
- Begin “A Person Isn’t a Punchline” campaign with tips on how to confront people who make jokes about others based on their gender, race, religion, size, etc.

“Research shows that compared to girls, boys in the U.S. are more likely to be diagnosed with a behavior disorder, prescribed stimulant medications, fail out of school, binge drink, commit a violent crime, and/or take their own lives.”

– “The Mask You Live In,” 2015