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**Thread:** [Cantey Gender Bias Discussion](#) **Posted Date:** February 7, 2022 12:00 AM  
**Post:** [RE: Cantey Gender Bias Discussion](#) **Status:** Published  
**Author:** **Shaun O'malley**

I guess the bottom line is I wish I had the solution...does anyone really?

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**Thread:** [Cantey Gender Bias Discussion](#) **Posted Date:** February 6, 2022 11:59 PM  
**Post:** [RE: Cantey Gender Bias Discussion](#) **Status:** Published  
**Author:** **Shaun O'malley**

The sad reality is that we are creating so many barriers and rules for ourselves that it becomes a scary place to interact. I am always afraid as a white male with privilege that I am going to say something or put myself into a situation that is going to get me in trouble, not out of a malicious intent but because we all stumble through having conversations on diversity. Though I am part of a minority group, luckily my minority status is only ascertained if I allow that part of me to come out. Being gay, I can control who knows what about me and if people know that at all, Its like an invisible minority compared to something more noticeable such as race.

But just the other day I work in a department currently where I am among the minority as a white person. We were doing an activity with students and one of the students talked about how George Washington was a great leader for this country and if it wasn't for his leadership, America would not be as great a country as it is. Immediately my co-workers started making fun of that white student for their views and spewing forth a "history" that was taught by people in power.

In further conversations, I was lumped into "those people" because I am white and they said multiple times, "Well y'all," this and "You guys" that...I struggle because I believe that I am an ally and believe in pushing CRT and anti-racist views, yet here I am being lumped in and made fun of because of my whiteness. I am not complaining but I agree it is tiring always feeling the need to walk on egg-shells in those conversations...again, I can't complain because I am sure that it is more tiring having to go through life fearing that you are going to die at the hands of police or being discriminated against all the time.

These POC also always make jokes about if they are asked to do something or do something extra during this month in particular, they say, "And its during Black History Month..." and "We should have to do less." I know that I will never be able to relate to the trauma that POC have had to endure at the hands of white people in this country...

The bottom line is we treat each other terribly and inhumanely. Instead of seeking to understand each other we attack and demean, we knock down and insult, we spread lies and rumors against people that are differnt from us and it is not just racially. We do it with people that are gay, women, bi, trans, neurodivergent, suffering from an immuno disease, people that are handicapable, race,

### Forum Statistics

	O'malley Shaun (10)
<b>GRADE</b>	<b>200.00</b> /200
2/3/22 11:12 PM	

### Comments

#### Feedback to Learner

2/4/22 11:19 AM

Shaun:

Thank you for submitting your post early. As you stated, a great deal of information within the ED.D. program focuses on power dynamics between the haves and have nots. Much of the work of social justice programs are centered on equity and the only way to adjust and address inequities is to focus on the power relationships of those oppressed and the oppressor.

Also, as you stated, people like Lysicott and Wise believe that education is a way to help create the paradigm shift that's needed to liberate all people. Good work.

Overall, good post.

eccentric, culturally and ethnically different, etc.

The paradigm shift that needs to occur is the one that "Everyone is unique and an individual. If who they are is not impeding upon you, it is none of your business." I get why a lot of educators say things like, "it is not a part of the curriculum, we shouldn't talk about it," or "a child's orientation or gender is not our concern" but the problem with that thinking is that so many people do not get that teaching at home...and thus this cycle of oppression continues to exist. If they don't get it at home...they have to get it from somewhere.



**Thread:**

Indigenizing Curriculum - A Critique

**Posted Date:**

February 6, 2022 11:41 PM

**Status:**

Published

**Post:**

[RE: Indigenizing Curriculum - A Critique](#)

**Author:**

Shaun O'malley

What you say is so spot on. I always hate when people say that we need to diversity the curriculum. When I ask what that means, I always here the answer, have them read a work by someone from a specific culture or specific background. Adding a book by a hispanic author, black author, woman, lgbtqa or minority group is not diversifying the curriculum.

I find it interesting too that most of our courses so far only talk about diversity in the sense of race...though race is extremely important when we are talking about curriculum design, especially because America's demographics has changed drastically, why have we yet to really talk about diversity through the lens of ableism, etc? I think that there should be a whole course just on universal design in the curriculum. How do we cater classes to students who are neurodivergent or have other opportunities of difference...race cannot be the only piece that we need to address when it comes to diversity in the classroom.

Honestly, to choose a book that brings to light the atrocities that the FNMI have had to undergoe reminds me a lot of the practices of programs like "Nature's Classroom." I had never heard of Nature's Classroom livng in Tennessee but when I moved to Conneticut my co-workers were talking about it. Nature's Classroom is an outdoor residential camp that schools across New England participate in. While the students are there, the curriculum is structure to "bring to life" history for the students. However in doing this, the curriculum as one parent puts it, "the re-enactment contained threatening language and the use of a racial epithet. They also said students were packed in a dark room and treated as if they were on a slave ship."

For more information on the Nature's Classroom program, check out the article below:

<https://www.courant.com/education/hc-natures-classroom-complaints-0904-20140904-story.html>



**Thread:**

Slagle Week 4

**Posted Date:**

February 6, 2022 3:03 PM

**Post:**

[RE: Slagle Week 4](#)

**Status:**


Published

**Author:**

Shaun O'malley

I definitely think that this "fake love" is part of the paradigm shift that needs to happen. We treat our students of color as if they are the "savage" beast...right...the one who comes from a broken family, low-income, poor english skills, etc...If that is the bias that we bring to teaching these students or that we are taught to think about these students...how are they ever going to be successful.

In education, it is extremely important that students have a cheerleader fighting for them at every step regardless of race, gender, orientation, background, belief, etc. We need to authentically become these cheerleaders. The system that is set up to hold these students back is the same system that is used to teach educators how to educate them...(the status quo teaching the status quo).

**Thread:** Relating to my experiences **Posted Date:** February 6, 2022 2:57 PM  
**Post:** [RE: Relating to my experiences](#) **Status:** Published  
**Author:**  **Shaun O'malley**

Well and that "fake love" feels a lot like liberal politics. When you focus on incremental change (that gets eroded over time), what are you really accomplishing. Shining the light on a subject once or twice to make small progress and then being quiet about it seems counterproductive compared to just blowing the actual situation out of the water and making positive permanent change. I guess that is where the CRT movement came from...a recognition of and understanding that...systematic change requires Bold Strokes and Research...and not incremental changes.

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**Thread:** Gender Identities - Obscurity in the Classroom **Posted Date:** February 6, 2022 2:50 PM  
**Post:** [RE: Gender Identities - Obscurity in the Classroom](#) **Status:** Published  
**Author:**  **Shaun O'malley**

It is interesting that you keep using the word FEAR. Fear is always a tool that powerful groups utilize to ensure that they stay at the top of the food chain. We need BOLD and Transformative educational activities to help create change in the culture. I always refer back to Jane Elliott's eye of the storm documentary because what she did to teach her children about race was so epic and so powerful that it transformed the lives of her students.

I doubt she went into that lesson thinking "Man, I could lose my job over this." But the question I have is if the district is not going to support you on such a lesson, is it really an environment worth supporting yourself. Today we are getting more and more narrowminded in what we can teach, what we can say, how we can interact with each other. (Its funny...as the world and demographics because more diverse, what we are allowed to talk about gets less diverse). We can't talk about race, we can't talk about gender, we can't talk about flags...what is next? As you said...people were making fun of the person who liked dresses, pink and glitter and had an Elsa waterbottle...the goal should be to teach others basic humanity...

The only interactions that most people have with difference is the interactions that they have in school...and away from the structures that continue to oppress views and individual values.

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**Thread:** Addressing Gender Diversity **Posted Date:** February 6, 2022 2:29 PM  
**Post:** [RE: Addressing Gender Diversity](#) **Status:** Published  
**Author:**  **Shaun O'malley**

Kaitlyn, I think it is all about starting to plant seeds and see where they grow. We all have a responsibility to the students we serve to start to pull at the strings of systemic philosophies. We plant seeds everywhere we can, hoping that with the right amount of watering, support, sunlight and nutrition it will grow into an idea or sprout some cognitive dissonance. I think today's day and age, it is less about teaching about specific diversity groups and more about teaching students to be openminded.

A few years ago I was sitting in my office listening to a conversation that two students were having. They were both POC and they were talking about homosexuality and how it is evil and that gay people should not be afforded any rights. I was perplexed that a minority group had the audacity to say that another minority group should not be given any rights because of something that they had no choice over.


We shouldn't be teaching which minority group suffered the greatest atrocities, we should be teaching to be open minded and that not everyone is going to be the same as you...and that is okay. I lived in Tennessee, you know the state known for Banning CRT and MAUS from public schools...the teachings in "Discussing Princess Boys and Pregnant Men: Teaching About Gender Diversity and Transgender Experiences Within an Elementary School Curriculum"(Ryan et al.,

2013) is fascinating. Being creative with teaching is necessary because let's face it...the world is changing and we have to change with it, so do our curriculums, our pedagogies and our philosophies.

I think Valerie said it the best, "I want to prepare students for the world they will live in rather than perpetuating a narrow worldview based on the aging opinions of a dominant culture."





**Thread:** O'Malley Discussion Post    **Posted Date:** February 6, 2022 2:11 PM  
**Post:** [RE: O'Malley Discussion Post](#)    **Status:** Published  
**Author:**  **Shaun O'malley**

Amanda, Allison and Valerie,

Everything revolves around power. It is sad to hear that boards do not but those boards are probably set up or elected by people who have power. I was pretty shook when I read the commentary last week about Critical Race Theory and Brown Vs. Board of Education. For my entire life, I have heard that the Brown vs. Board of Education was this major Civil Rights victory and from my white point of view...I believed it. To stop and think now that maybe the Brown vs. Board of Education ruling was more nefarious than originally thought is tragic. Especially when you think about all Civil Rights victories that our country has seen over the past 200 years...women's rights, lgbtqa rights, trans rights, minority rights...were any of them advanced and pushed because it was altruistic and the right thing to do or were they just pushed through because at some point...the crossroads of people in power's interests were wrapped up nicely by the interests of minority groups seeking change.


I don't know if there is any way to tip the power balance in the world. Power is and has always been at play with cultures that dominate and rule others. The Roman aristocrats held power over gladiators, white people held power over black people, men held power over women, The Taliban held power of Afghanistan, the Burmese used power to kill the Rohingya people and force them out of Myanmar, or the Uyghurs being held in detention camps in China. These aren't antiquated issues; they are happening currently in our lifetime.

If you look at the scuffle with the comments that Whoopi Goldberg made on the view. Was her argument wrong? Yes. It is perplexing that a POC could tell another minority group who had atrocities committed against them that it had nothing to do with race. This is not a minority fight against whose atrocities were greater. But what Whoopi did have correct in her argument is that Humanity is inhumane to each other...and frankly ""WE"" treat each other poorly.

The sad thing though is that if we know that Power dictates and controls who has what rights, permissions, or authority...what if it swings back in the opposite direction and those with power decide that the civil rights victories over the past 200 years should not continue to exist. We see this fight currently in the Supreme Court with abortion rights and women having control over their own bodies...if something that has been precedence for 50 years could easily be changed back by those with power...could we be looking at a time when segregation, slavery, etc ever take hold in this country again?






**Thread:** O'Malley Discussion Post    **Posted Date:** February 6, 2022 1:46 PM  
**Post:** [RE: O'Malley Discussion Post](#)    **Status:** Published  
**Author:**  **Shaun O'malley**

I have not heard of the Human Library Organization but it sounds fascinating.





**Thread:** O'Malley Discussion Post    **Posted Date:** February 3, 2022 11:12 PM  
**Post:** [O'Malley Discussion Post](#)    **Status:** Published  
**Author:**  **Shaun O'malley**

All of the readings over the past two weeks and also in the video, "Why English Class is Silencing Students of Color" by Jamila Lyiscott, there is a notion of liberation in education. Lyiscott speaks about how Steven Covey talks about how paradigms are maps. These maps, are "the way that we approximate reality." Lyiscott talks about how institutional spaces must reintroduce a new paradigm to reimagine these spaces so that they do not just include a POC in the space, but that they transform the entire paradigm using five principles: 1)(A)wareness, 2)(A)gency and (A)ccess, 3) (A)ctualization, 4)(A)chievement and 5)(A)literation and (A)ction.

Lyiscott tells a story about a man and a lion arguing about who is more powerful. The lion says he is king and the man too says he is king. Then the man presents a drawing of a man overpowering the lion. The man says this is proof that man is stronger than the lion. The lion says, "Who drew the picture."

Focusing on power seems to be a common theme throughout this ED.D Program, which makes sense, especially if you look at the world through a social justice lens. The video reminds me a lot of Chimamanda Ngozi Adichie's Ted Talk, "The Danger of a Single Story" as well as the work of James Banks in "Cultural Diversity and Education: Foundations, Curriculum and Teaching" the story of telling the European Discovery of America...everything comes from two sides and ultimately it is the side of "power" that wins the fight of which story is told.

But James Banks as well as the other works that were assigned over the past two weeks (Platt, Picower, McCarthy, Dimitriadis and Garza) all explain that though multicultural education was great in theory, a paradigm shift needs to be made to better incorporate true multicultural needs in education. The work of Critical Race Theory Authors (Bell, Delgado, Crewshaw) all seem to push the narrative that liberal ideology, progressivism, and multicultural education too need to make a paradigm shift to actually stop focusing on incrementalism but focus on actual change. Hearing stories is important. Hearing people's stories who have been marginalized is extremely important to paint the picture of what reality vs. the "power perspective" really looks like. In an earlier class we learned about Anderson and Sharma's EPE framework. This framework talks about hearing stories, noticing patterns, and then explanations are made for why these patterns exist.

Lyiscott and Tim Wise talk about liberation and the need for education to liberate. It is all about changing the paradigm or "roadmap" of education to make a better world.

- Adichie, Chimamanda Ngozi. "The Danger of a Single Story." TED: Ideas worth Spreading, July 2009. [https://www.ted.com/talks/chimamanda\\_ngozi\\_adichie\\_the\\_danger\\_of\\_a\\_single\\_story?utm\\_campaign=tedsread&utm\\_medium=referral&utm\\_source=tedcomshare](https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story?utm_campaign=tedsread&utm_medium=referral&utm_source=tedcomshare).
- Banks, J.A. (2016). Cultural Diversity and Education: Foundations, Curriculum, and Teaching (6th ed.). Routledge. <https://doi.org/10.4324/9781315622255>
- Garza, E. (2007). Becoming a border pedagogy educator: Rooting practice in paradox. *Multicultural Education*, 15(1), 2-7.
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- Platt, T. (2002) Desegregating multiculturalism: Problems in the theory and pedagogy of diversity education. *Social Justice*, 29(4), 41-46
- Picower, B. (2011). Resisting compliance: Learning to teach for social justice in a neoliberal context. *Teachers College Record*, 113(5), 1105-1134.
- Wise, T. (2016). Using racism to divide and conquer, from the 1600s to Donald Trump. Federation of Teachers 74th annual statewide convention. <https://www.youtube.com/watch?v=477QqWQVBHw>




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Mark 

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