

AN EDUCATIONAL LEADERSHIP LANGUAGE TEACHER APPROACH TO ACTING IN A TIME OF RESISTANCE

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AGENDA

- Glottophobia (Philippe Blanchet): Examples specific to French language
- From Glottophobia to Human Rights: « Examples of discrimination because of gender identity and gender expression » (Ontario Human Rights Association)
- From a Trans Activist Voice (Alok Vaid-Menon): Examples of resistance to gender-inclusive language
- Now what: status quo or action? Examples from Higher Education Canadian Educational Leadership Projects

**GLOTTOPHOBIA (BLANCHET):
EXAMPLES SPECIFIC TO FRENCH
LANGUAGE**

GLOTTOPHOBY (PHILIPPE BLANCHET)

- « Le terme « glottophobie » désigne les discriminations à prétexte linguistique et inclut le processus de stigmatisation qui conduit à ces discriminations. » (155)
 - Exemple I (binary): the masculin trumps the feminine (1643)
 - French *grammatical* gender rule of the masculine gender being representative of other gender because of being more « noble » (Vaugelas, 1643).
- From a grammatical rule to the discrimination of the feminine gender
- process of inclusion that denies visibility = exclusion

FRENCH LANGUAGE

- Hier, Paul (H) et Marie (F) sont allés à la piscine.
- Plural -> 2 persons
- Masculin Past Participle Agreement -> Paul
- Marie ?

- **Stigmatisation -> Invisibilisation**
 - Logique de pouvoir d'un genre sur les autres
 - Résistance des féministes face à cette discrimination
 - Résistance face au changement de la norme

FROM GLOTTOPHOBIA TO HUMAN
RIGHTS: EXAMPLES OF
DISCRIMINATION BECAUSE OF
GENDER IDENTITY AND GENDER
EXPRESSION

ONTARIO HUMAN RIGHTS ASSOCIATION

- 1-Indirect discrimination
 - A company contracting services from a temp agency takes on a worker who it later discovers is trans. The company tells the agency not to send any more workers who are trans or who don't look like "normal" men or women.
- 2-Intersecting Grounds
 - A female tenant identifies as a "Black person," as "trans" and as a "young" person. She experiences racial comments and threats of eviction from her superintendent whenever she asks to have maintenance work done. The property management company investigates. Other long-time Black tenants report no problems with the superintendent. The investigator concludes the young Black trans woman experienced discrimination because of her combined gender identity, race and relatively young age.

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- 3-Association
 - A tenant experiences harassing comments from a landlord because their new roommate is a trans person.
- 4-Gender-Based Harassment
 - A factory worker transitioned from identifying and presenting as a man to identifying and presenting as a woman. Over a period of years during and after her transition, she alleges she was exposed to sexual conversations and pornography. Co-workers grabbed and touched her breasts, buttocks and genitals and called her names like “he-she.”

ONTARIO HUMAN RIGHTS ASSOCIATION

- 5-Poisoned Environment

- A trans woman was subjected to a poisoned work environment through harassing comments and being required to use the men's **change room**. The company contributed to the poisoned environment by insisting that she be treated as a man in all respects until she completed surgery, and by failing to investigate and respond to her allegations of harassment.

- 6-Systemic

- A new recreational **hockey** league is divided into men's and women's teams. A trans man who plays in another women's league wants to join the men's team. The new league interprets the rules to mean you must play on the team that matches your birth-assigned sex.

NOTHING ON LANGUAGE

- Harassment can come from verbal insults in the example 4 (gender-based harassment).
- Misgendering?
- « The right to self-identify gender »
- Wahsroom (5) & Sport (6) : 2 of the original categories identified by Butler (2024) as topics that shaped the discourses of resistance in the US as its origin from the evangelist discourse anti-trans (2019)

[3rd category = access to community resources and transition therapy for trans-kids -> Health]

FROM A TRANS ACTIVIST VOICE
(ALOK VAID-MENON, 2020):
EXAMPLES OF RESISTANCE TO
GENDER-INCLUSIVE LANGUAGE

FROM A TRANS ACTIVIST VOICE - GENDER-NEUTRAL LANGUAGE

- Example : « Women are capable of giving birth » vs « People who give birth »
 - ➔ Not all women are capable of it
 - ➔ Some trans men and non-binary people are capable of it
- Example : « Siblings » includes « brothers », « sisters » & « non-binary siblings »
- The goal of gender-neutral language is to get rid of gender normativity, not everyone's gender. (46)
- Gender language can help us describe individual experiences. (46)
- Gender-neutral language helps us be more inclusive when talking about groups. (46)

FROM A TRANS ACTIVIST VOICE
- DEGREES OF TOLERANCE AND
ACCEPTANCE

- Tolerance = « maintaining distance »
- « Something over there that doesn't concern me » (43)

- Acceptance = « integrating difference into our own life »
- « Something that I am part of, and I need to learn more to better help » (43)

FROM A TRANS ACTIVIST VOICE
- EXAMPLE OF DISCOURSE OF TOLERANCE

- « You are an insignificant minority » (43)
- « You are making everything about gender. Stop bringing it up if you want it to go away » (44)
- « Why be non-binary? Why can't you just be feminine men or masculine women? Things are just getting unnecessarily complicated with all those options » (44)
- « I get that you're different, but why do you need to shove it in my face? Keep it to yourselves. » (45)
- « Gender neutrality erases my right to be a woman or a man. » (46)

FROM A TRANS ACTIVIST VOICE - BACKLASH DISCOURSE

- « We are erasing them »
-> when they are erasing the long history of cultures outside the Western gender binary
- « We are making things up »
-> as they invent hundreds of new laws to legislate us out of existence
- « We are pretending »
-> as they recite the scripts about gender they have been taught
- « We are attacking them »
-> As hate crimes against trans and gender non-conforming people increase

Propositions de loi :
From 79 (2020) to
400 (2023)
(Butler, 2024)

NOW WHAT:
STATUS QUO OR ACTION?

EXAMPLES FROM HIGHER EDUCATION
CANADIAN EDUCATIONAL
LEADERSHIP PROJECTS

JUDITH BUTLER, QUI A PEUR DU GENRE ? WHO'S AFRAID OF GENDER? (2024)

- Backlash : « Les mots eux-mêmes sont tacitement imaginés comme des recruteurs et comme des agresseurs, et c'est pourquoi il faut les chasser de l'école si l'on veut prévenir l'effet immensément destructeur qui leur est attribué. » (138)

-> **Put those words back in the classroom**

- Dictionnaire de l'Académie française : took away feminine words (profession) to assert the rule of the masculine trumps the feminine
- Eliane Viennot: not demasculinization of the French language but a refeminization

-> **Preventing backlash: Put those words back in the classroom with how-tos and the principle of unlearning**

CANADIAN HIGHER ED SURVEY

- 77% of universities currently reference EDI in their institution's strategic plan or longer-term planning documents
- 70% of institutions either already have or are in the process of developing an EDI action plan
- A lack of resources and data on institutional challenges
- **A lack of resources and data on best practices for EDI**
- Difficulty attracting and retaining diverse talent, including in senior leadership
- Institutional systems, policies, structures and cultures that can hinder progress

DEVELOPMENT OF RESOURCES: HOW-TO RAISE AWARENESS ON GENDER-INCLUSIVE LANGUAGE

- *La francophonie en action, B1* (Lebrec, Leger & Li, 2024)
- *La francophonie en action, B2* (Forthcoming, Dec. 2026)
 - Publisher: Canadian Scholars Press
- FSL textbook with progressive exposure to making visible the representation of all genders in the language
 - B1 Textbook: colour code (blue) and tables
 - B2 Textbook: only colour code (lavender)

LA FRANCOPHONIE EN ACTION



Caroline Lebec,
Frenand Léger,
et Miao Li
avec Enrica Piccardo
(conseillère scientifique)

UTILISATEUR INDÉPENDANT

B1

Scénario 4 Planifier une excursion	<ul style="list-style-type: none"> Les goûts et les préférences de loisirs 	<ul style="list-style-type: none"> Se renseigner sur les destinations et activités possibles de loisirs sur Internet Discuter des activités de loisirs préférées Planifier le voyage (hébergement, restauration, loisir, équipement spécial, moyens de transport, budget) 	<p>Grammaire</p> <ul style="list-style-type: none"> Adverbes de fréquence Le comparatif et le superlatif <p>Lexique</p> <ul style="list-style-type: none"> Les loisirs touristiques, sportifs et culturels Les formules d'émerveillement et de déception 	<ul style="list-style-type: none"> Le tutoiement et le vouvoiement 	<ul style="list-style-type: none"> Inviter un ami et planifier un voyage ensemble (production orale, production écrite)

Tableau récapitulatif de l'écriture inclusive dans le bilan du module II

	Forme au masculin	Forme au féminin	Forme inclusive de toutes les identités de genre et sans hiérarchie entre les genres
Mots qui représentent une identité de genre (noms, déterminants, adjectifs, participes passés, pronoms, etc.)	1. un	1. une	1. un-e
	2. ami	2. amie	2. ami-e
	3. avocat	3. avocate	3. avocat-e
	4. quelqu'un	4. quelqu'une	4. quelqu'un-e

DEVELOPMENT OF RESOURCES: HOW-TO INTRODUCE GENDER-INCLUSIVE LANGUAGE IN THE CLASSROOM

- *Le voyage d'Alex* (Diwan & Mudadeniya, 2022)
- A comic to introduce the gender-inclusive pronoun « iel » (il/elle)
- Student as Partners Funded Project at the University of British Columbia (2021-2022)

JAUNE BLANC VIOLET NOIR



Le voyage d'Alex

de Shreya Diwan (auteur·ice) et
Savindya Mudadeniya (illustratrice)

Le jour suivant, à l'école



Bonjour tout le monde, Alex veut dire quelque chose à vous.

S'il vous plaît écoutez Alex attentivement.

Je suis encore en train de tout comprendre, mais je vous dis que mes pronoms sont <<iel/iels>>. Je suis non-binaire.



Je ne comprends rien ! Pourquoi je dois utiliser des pronoms différents ?

Je suis très content pour iel !

Pourquoi elle ...uh iel ... se sent comme ça ?

J'aimerais avoir le courage de le dire à tout le monde! Iel est courageux-se!



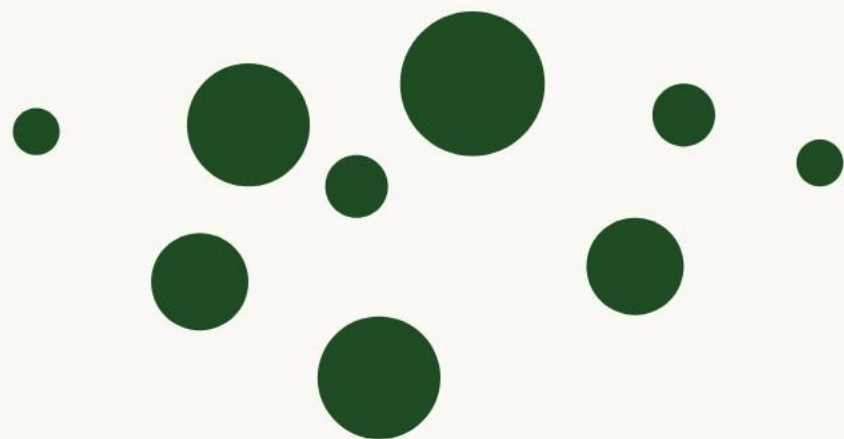
Il faut que chaque personne dans cette classe se sente respectée.

C'est notre responsabilité !

DEVELOPMENT OF RESOURCES: HOW-TO WRITE INCLUSIVE LANGUAGE FORMS

- *Guide pédagogique du français inclusif et non-binaire* (Feng, Hakeem, Lebrec, Poulenay, 2023)
 - Association des professeur·e·s de français des Universités et Collèges Canadien·ne·s
 - EDID Funded Initiative by the Federation of the Humanities and Social Sciences

GUIDE PÉDAGOGIQUE DU FRANÇAIS INCLUSIF ET NON BINAIRE



Préparé avec le soutien financier de :

FEDERATION FOR THE
HUMANITIES AND
SOCIAL SCIENCES | FÉDÉRATION
DES SCIENCES
HUMAINES

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Link: [APFUCC](https://www.apfucc.ca/)

CONCLUSION

HIER, PAUL ET MARIE SONT ALLÉS À LA PISCINE

- Alternative en écriture épiciène : N/A
 - Hier, les journalistes sont allés à la piscine.
- Alternative avec l'usage de noms collectifs et reformulation de phrases :
 - Hier, le couple/le groupe est allé à la piscine.
 - Hier, deux personnes sont allées à la piscine.
- Alternative en écriture inclusive avec le point médian :
 - Hier, Paul et Marie sont allé·e·s à la piscine.

THANK YOU 😊

