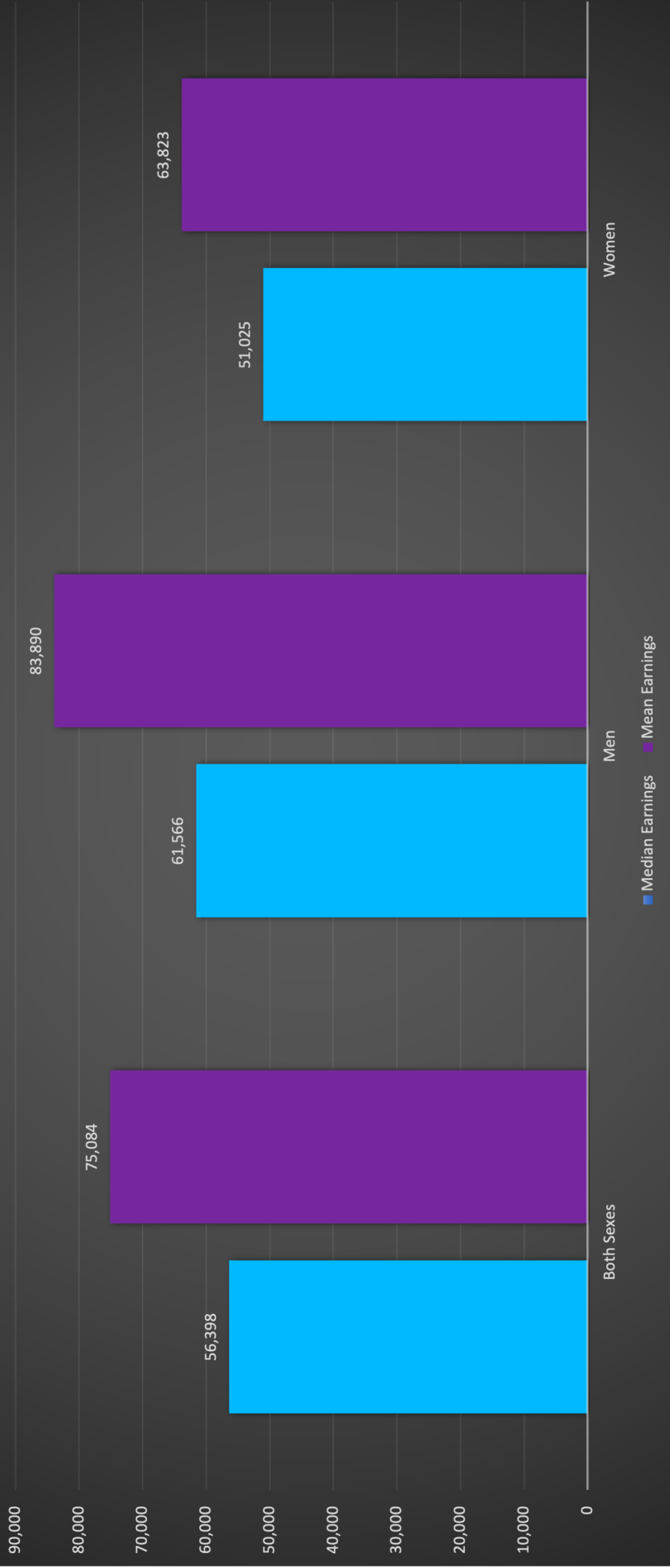
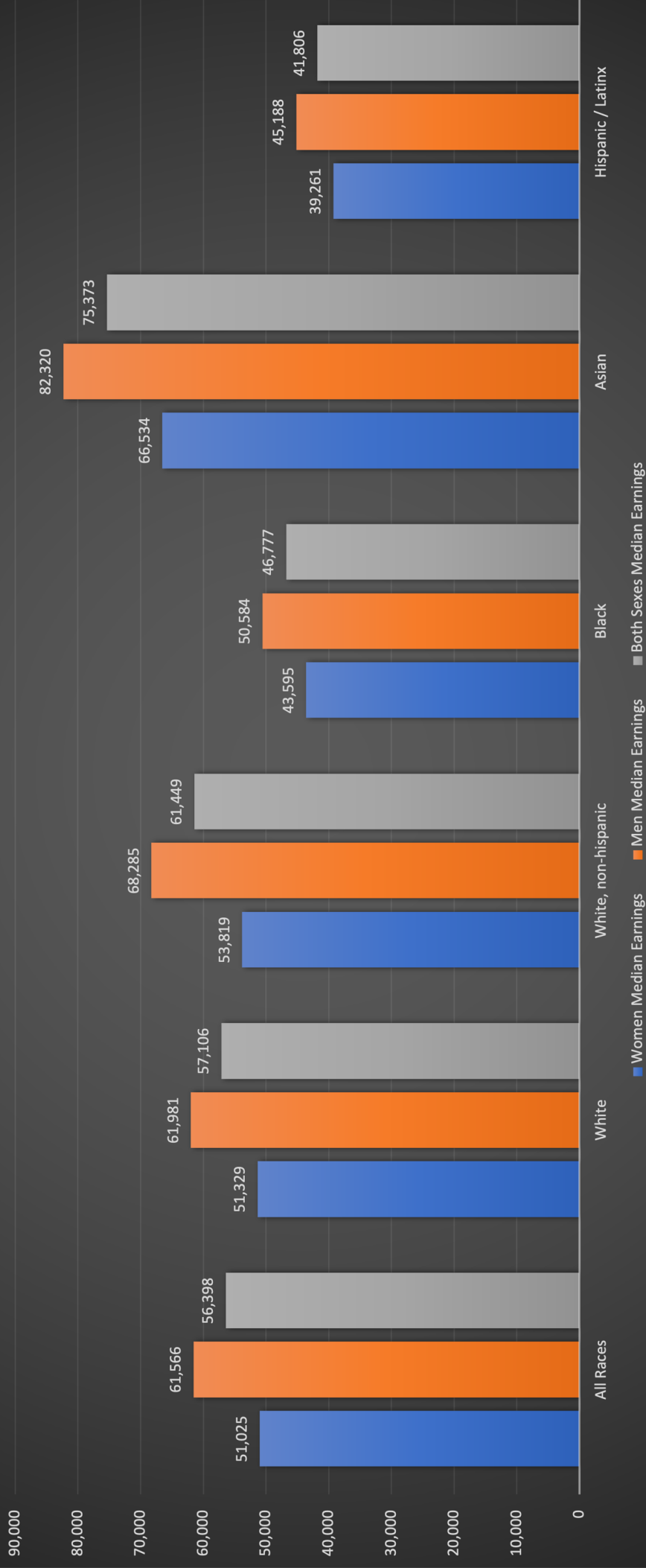


# 2020 Earnings of Full-Time Workers (Aged 15+) working 50 Weeks or More



Data Source: US Census Bureau <https://www.census.gov/data/tables/time-series/demo/income-poverty/cps-pinc/pinc-10.html>

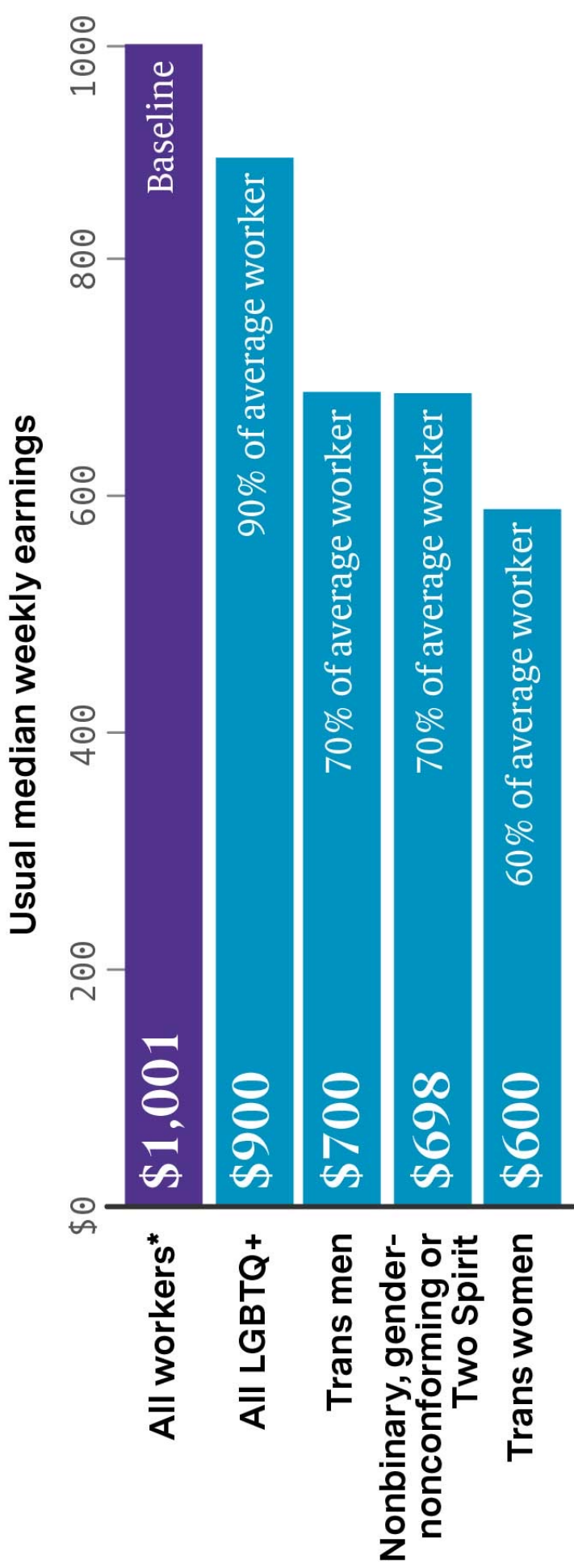
## 2020 Earnings of Full-Time Workers (Aged 15+) working 50 weeks or More



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# America's transgender wage gap

Usual weekly median earnings, not seasonally adjusted, during Q3 2021



\*Denotes data from the Bureau of Labor Statistics.

Data represents earnings from workers employed fulltime at nonfarm jobs. Reported earnings are before deductions and include any additional pay usually received. Earnings only encompass each worker's primary job.

Jasmine Mithani/The 19th

Sources: Bureau of Labor Statistics, Community Marketing & Insights, Human Rights Campaign

Image source: the 19th <https://19thnews.org/2022/01/transgender-workers-wage-gap-lowest-paid-lgbtq/>

*Suggested Strategy:*

Cross Disciplinary Questions (CDQs)

*Time considerations:*

This may be better suited for an exploration over the course of an entire unit.

Cross Disciplinary Questions (CDQs)

1. What do we notice?
2. What do we wonder?
3. What is the context?
4. What genders are represented and how are they presented? [e.g., intersectionality? Gender roles? Rigid?]
5. Who is included in the represented genders and who is not?
6. What other genders are there?
7. What would considering other gender identities add to our understanding?

Teacher Notes

- Begin by sharing the image on p. 1 of this resource. Allow students time to notice and wonder about the image.
- Share the image on p. 2 of this resource and allow students to refine / add to their notice and wonder list.
- Before showing the third image, have students consider each of the remaining 5 CDQs above
- CDQ 3 asks to consider the context. Some things to consider during this process:
  - Students might explore how representative the sample is, how the two images all use medians and why that matters, where the data comes from and why that matters.
  - Students might be invited to consider the differences in mean and median and create arguments as to why one may be a better measure of central tendency than the other.
  - Students might use the second image to answer Qs such as: If lifetime earnings is calculated over the period of 40 years with a raise of about 3% per year, what would we expect the lifetime earnings of someone in each pictured identity group be?
    - Also have students consider limitations of using this sample for such a calculations, which includes everyone over the age of 15, rather than only those who are just entering the job market.
- For CDQs 4-7, students may need additional support in LGBTQ+ terminology (though I would not assume that they know more than you here, so elicit their understandings first). It may be helpful to use the definitions on p. 5 of this resource as a resource during this exploration. Students might note that the Census Bureau reports earnings of "both sexes" (indicating sex as a binary and erasing intersex folx) and that likely sex and gender are being conflated here.
- After the discussions of CDQs 4-7, present students with the image on p. 3 of this resource. Introducing this image lends itself to exploring Qs such as:
  - How might these images help us to provide an intersectional perspective of the wage gap? For example, could we use them to figure out how much we would expect a Black trans man would make? A non-binary Latinx person?
  - "Lifetime earning" is usually calculated over a period of 40 years, with about a 3% raise each year. What might we expect the lifetime earning of a Black trans woman to be in comparison to a white (non-Hispanic/Latinx) cis/het man?
  - What might we expect the lifetime earning of a cis/hit Latinx woman to be in comparison to an Indigenous Two-Spirit individual?
  - Suppose all four individuals from the last two problems contributed 10% of their paycheck to a savings account that yields a fixed annual interest rate of 0.4%. How does this impact your lifetime earnings calculations from before?
  - Suppose each of the individuals from Qs 5 and 6 want to buy a home, what is the price range each individual could afford?
  - How might generational wealth or the "queer tax" impact our calculations?

**[Continued on next page]**

- Finally, have students explore the final two questions:
  - Given the intersectional pay gap, how can we make financially savvy choices for our future and find a college and/or career that brings us joy and fulfillment?
  - How might we use this information to advocate for the importance of passing legislation such as the Equality Act, reparation and Land Back initiatives, raising the minimum wage and abolishing the subminimum wage for individuals with disabilities?
  - **Important Note:** If you do not plan on having students explore either of these questions, please do not use this activity, as it will likely only inflict greater trauma. To avoid that, some action component is needed. The next page has greater detail as to how you might explore the "savvy choices" question with students so this task is empowering, rather than demoralizing.



## How Can We Make Savvy Choices?

Do your Research!

- Know your state laws
  - View GLSEN's *Policy Maps* page (<https://www.glsen.org/policy-maps>)
  - Check out the AAUW's report on the Gender Wage gap by state ([https://www.aauw.org/app/uploads/2020/12/1Page\\_SimpleTruth\\_2.0.pdf](https://www.aauw.org/app/uploads/2020/12/1Page_SimpleTruth_2.0.pdf)) and their *Know Your Rights* page (<https://www.aauw.org/resources/legal/laf/know-your-rights/>)
- Know which industries are most inclusive / equitable
  - Check out Toolbox HRC's " Top LGBTQ Friendly Industries in the US" article (<https://www.toolbox.com/hr/diversity-inclusion/guest-article/top-lgbtq-friendly-industries-in-the-us/>)
  - Check out the AAUW's report on Systemic Racism and the Gender Pay Gap ([https://www.aauw.org/app/uploads/2021/07/SimpleTruth\\_4.0-1.pdf](https://www.aauw.org/app/uploads/2021/07/SimpleTruth_4.0-1.pdf))
- Know which colleges are most inclusive / equitable
  - Check out the Campus Pride Index (<https://www.campusprideindex.org>)
  - Check out Insight into Diversity (<https://www.insightintodiversity.com>)
  - Check out College Choice's 50 Best Disability Friendly Colleges and Universities (<https://www.collegechoice.net/choosing-a-college/disability-friendly-universities/>)
  - Also have students explore scholarship options available to them.
- Know which employers are most inclusive / equitable
  - Check out HRC's Corporate Equality Index (<https://www.hrc.org/resources/corporate-equality-index>)
  - Check out the Disability Equality Index (<https://disabilityin.org/what-we-do/disability-equality-index/>)
  - Check out Great Place to Work's "Workplace Culture" research reports (<https://www.greatplacetowork.com/resources/reports>)
- Know your company policies
- Find allies on campus and/or at work.

Everyone has a role to play! If you're cis/het/white - also do your research and be an ally by speaking up/stepping in when you see an injustice.

- Students might reference Learning for Justice's *Speak up at School!* guide for specific strategies of how to speak up/step in (<https://www.learningforjustice.org/magazine/publications/speak-up-at-school>)

**Important Note:** Gender wage gap documents are all typically presented in a gender binary - this should be addressed with students by looking at those documents in combination with those that look at LGBTQ+ inclusion / equity.

## Terminology

Note: All terminology is directly quoted from Learning for Justice's (2018) *The Acronym and Beyond*, unless otherwise indicated.

**Agender** (*adj.*): Describes a person who does not identify with any gender identity.

**Ally** (*noun*): A person who does not identify as LGBTQ, but expresses solidarity with and advocates for LGBTQ people.

**Asexual** (*adj.*): Used to describe people who do not experience sexual attraction or do not have a desire for sex. Many experience romantic or emotional attractions across the entire spectrum of sexual orientations. Asexuality differs from celibacy, which refers to abstaining from sex. **Also ace, or ace community.**

**Assigned sex** (*noun*): The sex that is assigned to an infant at birth based on the child's visible sex organs, including genitalia and other physical characteristics. Often corresponds with a child's assigned gender and assumed gender.

**Binary system** (*noun*): Something that contains two opposing parts; binary systems are often assumed despite the existence of a spectrum of possibilities. Gender (man/woman) and sex (male/female) are examples of binary systems often perpetuated by our culture.

**Bisexual, Bi** (*adj.*): A person emotionally, romantically or sexually attracted to more than one sex, gender or gender identity though not necessarily simultaneously, in the same way or to the same degree.

**Cisgender** (*adj.*): Describes a person whose gender identity (defined below) aligns with the sex assigned to them at birth.

**Cis/het, cishet** (*adj.*): A person who is heterosexual and cisgender [this definition is not from Learning for Justice]

**Cissexism** (*noun*): A system of discrimination and exclusion that oppresses people whose gender and/or gender expression falls outside of normative social constructs. This system is founded on the belief that there are, and should be, only two genders—usually tied to assigned sex.

**Gay** (*adj.*): Used to describe people (often, but not exclusively, men) whose enduring physical, romantic and/or emotional attractions are to people of the same sex or gender identity.

**Gender** (*noun*): A set of social, physical, psychological and emotional traits, often influenced by societal expectations, that classify an individual as feminine, masculine, androgynous or other. Words and qualities ascribed to these traits vary across cultures.

**Gender expression** (*noun*): External appearance of one's gender identity, usually expressed through behavior, clothing, haircut or voice, and which may or may not conform to socially defined behaviors and characteristics typically associated with being masculine or feminine.

**Gender-fluid** (*adj.*): A person who does not identify with a single fixed gender and whose identification and presentation may shift, whether within or outside of the male/female binary.

**Gender identity** (*noun*): One's innermost feeling of maleness, femaleness, a blend of both or neither. One's gender identity can be the same or different from their sex assigned at birth.

**Gender neutral** (*adj.*): Not gendered, usually operating outside the male/female binary. Can refer to language (e.g., pronouns), spaces (e.g., bathrooms) or identities.

**Gender nonconforming** (*adj.*): A broad term referring to people who do not behave in a way that conforms to the traditional expectations of their gender or whose gender expression does not fit neatly into a category. **Also, gender expansive.**

**Heteronormativity** (*noun*): Coined by social critic Michael Warner, the term refers to a societal assumption of certain norms: 1) that there are two distinct sexes; 2) that male and female functions and characteristics are distinctly different; and 3) that traits such as attraction and sexual behavior correspond to anatomy. Those who do not fit these norms—be it through same-sex attraction, a non-binary gender identity or nontraditional gender expression—are therefore seen as abnormal, and often marginalized or pressured to conform to norms as a result.

**Heterosexism** (*noun*): The assumption that sexuality between people of different sexes is normal, standard, superior or universal while other sexual orientations are substandard, inferior, abnormal, marginal or invalid.

**Heterosexual** (*adj.*): Used to describe people whose enduring physical, romantic and/or emotional attraction is to people of the opposite sex. **Also straight.**

**Heterosexual/cisgender privilege** (*noun*): Refers to societal advantages that heterosexual people and cisgender people have solely because of their dominant identities. This can include things as simple as safely holding hands with a romantic partner in public or having safe access to public bathrooms. This can also include systemic privileges such as the right to legally donate blood, to adopt children without facing possible rejection because of your sexual orientation, or to play organized sports with others of the same gender identity.

**Intersex** (*adj.*): An umbrella term describing people born with reproductive or sexual anatomy and/or a chromosome pattern that can't be classified as typically male or female.

**Latinx** (*adj.*): A gender-expansive term for people of Latin American descent used and considered by some to be more inclusive of all genders than the binary terms Latino or Latina.

**Lesbian** (*adj.*): Used to describe a woman whose enduring physical, romantic and/or emotional attraction is to other women.

**LGBTQ** (*noun*): An acronym for "lesbian, gay, bisexual, transgender and queer." Less often, the Q stands for "questioning." Acronyms like LGBTQIA also include the intersex and asexual communities, while acronyms like LGBTQ attempt to envelop an entire community of people who hold identities that are not cisgender or heterosexual.

**Queer** (*adj.*): Once a pejorative term, a term reclaimed and used by some within academic circles and the LGBTQ community to describe sexual orientations and gender identities that are not exclusively heterosexual or cisgender.

**Sexual orientation** (*noun*): An inherent or immutable emotional, romantic or sexual attraction to other people; oftentimes used to signify the gender identity (or identities) to which a person is most attracted.

**Third gender** (*noun*): A gender identity that is neither male nor female, existing outside the idea that gender represents a linear spectrum between the two. Sometimes a catchall term or category in societies, states or countries that legally recognize genders other than male and female.

**Transgender** (*adj.*): An umbrella term for people whose gender identity differs from the sex they were assigned at birth. Not all trans people undergo transition. Being transgender does not imply any specific sexual orientation. Therefore, transgender people may identify as straight, gay, lesbian, bisexual or something else. **Also, trans.**

**Transitioning** (*verb*): A process during which some people strive to more closely align their gender identity with their gender expression. This includes socially transitioning, during which a person may change their pronouns, the name they ask to be called or the way they dress to be socially recognized as another gender. This includes legal transitioning, which may involve an official name change and modified IDs and birth certificates. And this includes physically transitioning, during which a person may undergo medical interventions to more closely align their body to their gender identity. Transgender and nonbinary people transition in various ways to various degrees; self-identification alone is enough to validate gender identity.

**Two Spirit** (*adj.*): An umbrella term in Native culture to describe people who have both a male and female spirit within them. This encompasses many tribe-specific names, roles and traditions, such as the winkte of the Lakota and nadleeh of the Navajo people. 40 This term often describes Native people who performed roles and gender expression associated with both men and women. This term should be used only in the context of Native culture.