Immigrant and First-Generation Latinas: The Process of Negotiating Gender and Sexual Identities within the Context of the United States Public Education System

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Latin@ Educational Issues Conference
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Outline of Presentation

- Introduction to Topic
- Research Question
- Methods and Participants
- Literature
- Findings
- Conclusions
- Challenges and Further Research
Importance of Topic

- Why Latinas?
- Why immigrant and first-generation?
- Why gender and sexual identities?
- Defining “gender identity”
- Defining “sexual identity”
Research Question

- How is the process of forming gender and sexual identities for immigrant and first-generation Latina teenagers affected by the influences of school and family?
Intersectionality

Identity

Race
Education
Religion
Class
Gender
Sexuality
Able-Bodied, -Minded
Citizenship
Methods and Participants

- Three 30-60 minute interviews
- Small private liberal arts college Latinas
  - ESL classes, bilingual school
  - “Good Students”

<table>
<thead>
<tr>
<th>Participant</th>
<th>Country of Origin</th>
<th>Immigrant/First-Generation</th>
<th>Age at Arrival</th>
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</thead>
<tbody>
<tr>
<td>Alicia*</td>
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<td>Immigrant</td>
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<tr>
<td>Leticia</td>
<td>El Salvador</td>
<td>First-generation</td>
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<td>Frida</td>
<td>Mexico</td>
<td>Immigrant</td>
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</tbody>
</table>

*Names have been changed
Findings

Gender and Sexual Identity Formation

Family

School
Familial Expectations

Good Daughter

- Obedient
- Fulfills Responsibilities
- Abstinent
School Expectations

Good Student

- Obedient
- Fulfills Responsibilities
- Interacts well with Peers and Teachers
Conclusions

- Relevance of intersectionality
- Familial expectations in comparison to school expectations
Further Research

- Case study of adolescent Latinas
- Study comparing different groups of Latinas
- Studying religion, documentation, etc. as influences
- Interviews with family members
Bibliography


Thank You!

Special Thanks To:

Study Participants
Dra. Aurora Chang
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