

**Intersectionality**  
Sociology 5260/6500, Fall 2019  
Tuesdays, 6:00pm to 8:50pm  
LANG 402

Professor: William “Buddy” Scarborough  
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Office Hours: Tuesdays 1:00 to 4:00pm

**COURSE DESCRIPTION**

This course is designed to introduce students to the theories, epistemologies, methods, and the general paradigm of intersectionality. Few concepts have attracted as much excitement and critique as intersectionality. Within this tension exists rich debates around the social systems that produce complex forms of inequality in the U.S. In this course, we will review the origin of intersectional thought and track its development from the earliest writings in the late 1800s to contemporary works. One major aim of this course is to familiarize students with the canon of intersectionality so that they may converse with broader publics on this topic and further advance our understanding.

In the spirit of intersectionality, I also aim for the course to have social relevance and engage with pressing issues of inequality in our local community and society more generally. We will relate readings to contemporary issues. The course assignments are also designed to have practical relevance to students’ professional, personal, and/or academic goals. I hope that we can translate our academic study to positive social outcomes.

Much intersectional theorizing was born from the lived experience of individuals whose voices were not represented in predominant canons. With this wisdom in mind, I encourage students to draw from their lived experience in engaging with texts and theories we cover. In contradiction to the critique that these narratives are “anecdotal”, we will engage deeply with the structural conditions that contribute to our varying histories and standpoints. No student will be required to share anything from their personal lives. Those who do will be respected and encouraged to use their standpoint to build from the theories outlined in the course. At the same time, we must remember that our individual perspectives provide only partial vision, and a clearer view may emerge by engaging with others through text, conversation, and dialogue.

**GUEST POLICY**

Children and dependents are welcome in class. We meet in the evenings. This is difficult for those of us with caregiving responsibilities. Please do not hesitate if you need to bring your loved ones to class.

**REQUIRED READINGS**

All articles listed in the syllabus may be accessed through the UNT library website. All other materials will be posted online or distributed through e-mail.

We will read the following books during the course. I encourage students to purchase these books, since they may serve as valuable reference materials in future academic and career pursuits. The first three (Collins, Ferguson, and Anzaldua) are particularly important in the social sciences and humanities.

Collins, Patricia Hill. 2000. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment 2nd Edition*. New York, NY: Routledge.

Ferguson, Roderick A. 2004. *Aberrations in Black: Toward a Queer of Color Critique*. Minneapolis: University of Minnesota Press.

Anzaldua, Gloria. 1987. *Borderlands La Frontera: The New Mestiza*. San Francisco, CA: Aunt Lute Books.

Brubaker, Rogers. 2016. *Trans: Gender and Race in an Age of Unsettled Identities*. Princeton, NJ: Princeton University Press.

One of the following:

Jones, Nikki. 2010. *Between Good and Ghetto: African-American Girls and Inner-City Violence*. New Brunswick: Rutgers University Press.

Garcia, Lorena. 2012. *Respect Yourself: Protect Yourself: Latina Girls and Sexual Identity*. NY: New York University Press.

Bettie, Julie. 2003. *Women Without Class: Girls, Race, and Identity*. Berkeley: University of California Press.

## ASSIGNMENTS

**Weekly reflections.** Each student will write a weekly reflection on the readings. Reflections should engage with main points and common themes. Beyond that, I am open to multiple formats and encourage students to be creative. The purpose of these weekly reflections are to provide a positive space for students to build their writing skills. Students should use these weekly reflections to think about, question, or state value in aspects of the assigned readings. Among the possible formats for weekly reflections include: summary of readings, the relation of readings to current events, a critique of readings, the relation of readings to your research/job/personal life, poetry, or other forms of reflection I haven't considered. Weekly reflections are creative spaces. I hope students find them to be an outlet for their thoughts. My goal for these weekly reflections is to provide students with a creative space to work on their writing and engage with important ideas/theories. These should not be stressful exercises.

To ensure we remain accountable to engaging in the creative practice of writing weekly reflections, these assignments will be ***due by e-mail to me by 4pm prior to class.***

The instructor reserves the right to replace weekly reflections with quizzes in the event that students are not completing the readings. In such an event, quizzes will be worth twice the credit.

**Group Presentations.** Each student will be assigned to a group of 2 or 3 that will make several presentations throughout the semester. Presentations should include activities for the entire class designed to pull key themes from the readings. Examples include discussion questions, connecting theories covered in the reading to contemporary events, and break-out activities for the class to engage in. Groups should send me an outline of their presentation the Sunday prior to the assigned class, along with any slides, figures, or material they plan to use.

Group presentations will be evaluated according to three criteria:

- 1) Effectiveness of covering course materials
- 2) Effectiveness of engaging entire class
- 3) The identification of key themes across readings

*Students who are conducting a group presentation during a given week will not be required to complete a weekly reflection for that class.*

**Class Project.** Students will complete a final project for the course. The type of project will depend on the students' academic or professional goals so that the project advances these pursuits in the best way possible. Project requirements will depend on whether the student is enrolled as a master's or PhD student.

*PhD Students (SOCI 6500):* I highly recommend that you use the class project to advance a journal article for publication. If you aim to pursue a career in academia, publications are very important. Even if you intend to pursue careers outside academia, journal article publications are a valuable way to show your competencies. *The standard requirement for PhD students, therefore, is a 15 page double-spaced paper that relates to the course material in some way.* I am open to the type of paper students choose. The only requirement is that it relates to course material. Examples of papers include the following:

- An empirical article
- A theoretical article
- A literature review of a particular field highlighting common themes/disagreements
- A master's thesis you are working into a journal article
- A dissertation proposal
- A chapter from a dissertation
- A teaching-based article

If you believe that your professional/career/personal goals would be better advanced through a different project besides a minimum 15-page paper, please reach out to me. I'm open to multiple projects, with the main aim that your career goals are advanced.

*Master's Students (SOCI 5260):* I highly recommend you use the course project to advance your professional goals. *The standard requirement for masters students is an eight-page double-spaced paper that engages with the course material in some way.* Potential projects for masters students include the following:

- Master's thesis
- Literature review for master's thesis
- Op-Ed for newspaper or magazines
- Blog post

- Public report
- A report on issues pertaining to your workplace or internship

### **Class Project Deadlines**

The class project will be due in phases according to benchmarks for completion. Please note the following deadlines. Details on expectations for what should be completed by each deadline will be distributed in class.

- October 1: Proposal for class project. Includes abstract and motivation
- November 12: Outline of paper is due
- November 19: First draft of paper is due
- November 26: Peer review of another student's paper is due
- December 3: Presentation of projects
- December 10, 11:59pm: Final projects are due

The instructor reserves the right to replace the final project with a course exam in the event that students are not meeting benchmarks or completing readings.

### **ATTENDANCE POLICY**

Students should notify the instructor as soon as possible if they are not able to attend class. Unless there are legitimate reasons, students should attend every class session. Missing a class without approval will result in a 10 percent reduction in course grade. Emergencies happen, and I will be understanding if/when they occur.

### **GRADES**

The course grade will be calculated based on the percentage of points obtained according to following breakdown:

- Participation (attendance, participation, and engagement): 20 points
- Weekly Reflections: 20 points
- Group Presentations: 20 points
- Class Project: 40 points

### **LATE ASSIGNMENT POLICY**

Assignments will be docked 25 percentage points for each day that they are late, starting the minute after it is due. Accommodations will be made for extenuating circumstances.

### **ADMINISTRATIVE DETAILS**

#### **Academic Integrity Standards and Consequences.**

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University. Students who engage in academic dishonesty will receive a zero in the assignment and potentially a zero in the course and administrative action from the university.

### **ADA Accommodation Statement**

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the ODA website at [disability.unt.edu](http://disability.unt.edu).

### **Emergency Notification & Procedures**

UNT uses a system called Eagle Alert to quickly notify students with critical information in the event of an emergency (i.e., severe weather, campus closing, and health and public safety emergencies like chemical spills, fires, or violence). In the event of a university closure, please refer to Blackboard for contingency plans for covering course materials.

### **Acceptable Student Behavior**

Student behavior that interferes with an instructor's ability to conduct a class or other students' opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student's conduct violated the Code of Student Conduct. The University's expectations for student conduct apply to all instructional forums, including University and electronic classroom, labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at [deanofstudents.unt.edu/conduct](http://deanofstudents.unt.edu/conduct).

### **Sexual Assault Prevention**

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at [SurvivorAdvocate@unt.edu](mailto:SurvivorAdvocate@unt.edu) or by calling the Dean of Students Office at 940-565-2648.

### **Religious Holidays**

If you wish to observe a religious holidays, notify me by the tenth day of the semester of the date when you will be absent unless the religious holiday is observed on or before the tenth day of the semester. In such cases, you should notify me at least five days in advance of the date when you will be absent. I will make every reasonable effort to honor the request, not penalize you for missing the class, and if an examination or project is due during the absence, give you an exam or assignment equivalent to the one completed by those students in attendance.

## COURSE SCHEDULE

Note: Readings are subject to change. All changes will be announced in class and through e-mail with advanced notice.

### August 27: Introductions to Intersectionality and One Another

The Top 3 Most Effective Ways to Take Notes While Reading:

(<https://fs.blog/2013/11/taking-notes-while-reading/>)

Crenshaw, Kimberlé September 24, 2015. Why Intersectionality Can't Wait. *The Washington Post*. <https://www.washingtonpost.com/news/in-theory/wp/2015/09/24/why-intersectionality-cant-wait/>

Collins, Patricia Hill. "Intersectionality's definitional dilemmas." *Annual Review of Sociology* 41(2015): 1-20.

### September 3: Historical Background

Ida Wells-Barnett. 1895. *The Red Record*. Chapter 1: The Case Stated. Page 3-7.

Combahee River Collective. 1977. "A Black Feminist Statement. Available on-line at <http://www.feministezine.com/feminist/modern/Black-Feminist-Statement.html>

Davis, Angela. 1983. "Chapter 1: The Legacy of Slavery: Standards for a New Womanhood." Pgs. 3-29 in *Women, Race, & Class*. New York: Vintage Books.

Crenshaw, Kimberlé. 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics." *University of Chicago Legal Forum*, 139-167.

Audre Lorde. 2015. "The Master's Tools Will Never Dismantle the Master's House." Pgs. 94-97 in *This Bridge Called My Back: Writings by Radical Women of Color* edited by Cherrie Moraga and Gloria Anzaldúa. Albany, NY: SUNY Press.

King, Deborah K. 1988. "Multiple Jeopardy, Multiple Consciousness: The Context of a Black Feminist Ideology." *Signs* 14(9)(1): 42-72.

Wingfield, Adia Harvey. 2019. "Does Sociology Silence Black Women?" *Gender & Society Blog*, <https://gendersociety.wordpress.com/2019/06/04/does-sociology-silence-black-women/>.

### **September 10: Black Feminist Thought**

Collins, Patricia Hill. 2000. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment 2nd Edition*. New York, NY: Routledge

Wingfield, Adia Harvey. 2019. "'Reclaiming Our Time': Black Women, Resistance, and Rising Inequality." *Gender & Society* 33(3): 345-362.

### **September 17: Ontology and Identity**

Anzaldúa, Gloria. 1987. *Borderlands/La Frontera: The New Mestiza*. San Francisco: Aunt Lute.

*ONE of the following:*

Chen, Anthony S. 1999. "Lives at the Center of the Periphery, Lives at the Periphery of the Center: Chinese American Masculinities and Bargaining with Hegemony." *Gender & Society* 13: 584-607.

Pyke, Karen D. and Denise L. Johnson. 2003. "Asian American Women and Racialized Femininities: 'Doing' Gender across Cultural Worlds." *Gender & Society* 17(1): 33-53.

### **September 24: Epistemology**

Sprague, Joey. 2005. "Chapter 2: Seeing through Science: Epistemologies." Pgs. 31-52 in *Feminist Methodologies for Critical Researchers: Bridging Differences*. New York: Alta Mira.

Narayan, Uma. 2004. "The Project of Feminist Epistemology: Perspectives from a Nonwestern Feminist." Pp.213-234 in *The Feminist Standpoint Theory Reader: Intellectual and Political Controversies*. New York: Routledge.

Symposium on Doing Difference

West, Candace and Sarah Fenstermaker. 1995. "Doing Difference." *Gender & Society* 9:8-37.

Collins, Patricia Hill, Lionel A. Maldonado, Dana Y. Takagi, Barrie Thorne, Lynn Weber, and Howard Winant. 1995. "Symposium on West and Fenstermaker's 'Doing Difference.'" *Gender & Society* 9(4): 491-506.

West, Candace and Sarah Fenstermaker. 1995. "REPLY: (Re)Doing Difference." *Gender & Society* 9:506-513.

### **October 1:**

No class. Submit first assignment for class project by 5:00pm.

### **October 8: Method**

Nash, Jennifer, 2008. "re-thinking intersectionality." *feminist review* 89: 1-15.

Bowleg, Lisa. 2008. "When Black + lesbian + woman ≠ Black Lesbian Woman: The Methodological Challenges of Qualitative and Quantitative Intersectionality Research." *Sex Roles* 59(5-6): 312-325.

McCall, Leslie. 2005. "The Complexity of Intersectionality." *Signs* 30(3): 1771-1800.

Choo, Hae Yeon, and Myra Marx Ferree. 2010. "Practicing Intersectionality in Sociological Research: A Critical Analysis of Inclusions, Interactions, and Institutions in the Study of Inequalities." *Sociological Theory* 23(2): 129-149.

### **October 15: Global Intersections**

Banerjee, Pallavi and Raewyn Connell. 2018. "Gender Theory as Southern Theory." Pgs. 57-80 in *Handbook of the Sociology of Gender* edited by Barbara J. Risman, Carissa M. Froyum, and William J. Scarborough. New York, NY: Springer Press.

Purkayastha, Bandanda. 2012. "Intersectionality in a Transnational World." *Gender & Society* 526(1): 55-66.

Lowe, Lisa. 2015. "Chapter 1: The Intimacies of Four Continents." in *The Intimacies of Four Continents*. Durham, NC: Duke University Press.

Hoang, Kimberly Kay. 2014. "Competing Technologies of Embodiment: Pan-Asian Modernity and Third World Dependency in Vietnam's Contemporary Sex Industry." *Gender & Society* 28(4): 513-536.

### **October 22: Queer Of Color Critique**

Ferguson, Roderick. 2004. Chapters: Introduction, 1, 4, Conclusion in *Aberrations in Black: Toward a Queer of Color Critique*. Minneapolis, MN: University of Minnesota Press.

Connell, Catherine. 2016. "Contesting Racialized Discourses of Homophobia." *Sociological Forum* 31(3): 599-618.

### **October 29: Critiques of Intersectionality**

Puar, Jasbir K. 2007. "Conclusion: queer times, terrorist assemblages." Pgs. 204-227 in *Terrorist Assemblages: Homonationalism in Queer Times*. Durham, NC: Duke University Press.

Davis, Kathy. 2009. "Intersectionality as Buzzword: A Sociology of Science Perspective on What Makes a Feminist Theory Successful." *Feminist Theory* 9:67-85.

Carbado, Devon W. 2013. "Intersectionality: Theorizing Power, Empowering Theory." *Signs* 811-845.

### **November 5: Youth**

Choose ONE of the following

Jones, Nikki. 2010. *Between Good and Ghetto: African-American Girls and Inner-City Violence*. New Brunswick: Rutgers University Press.



Garcia, Lorena. 2012. *Respect Yourself: Protect Yourself: Latina Girls and Sexual Identity*. NY: New York University Press.

Bettie, Julie. 2003. *Women Without Class: Girls, Race, and Identity*. Berkeley: University of California Press.

### **November 12: Culture and Identity Categories**

\*\*Outline of paper is due. BRING A PRINTED COPY TO CLASS

Brubaker, Rogers. 2016. *trans: Gender and Race in an Age of Unsettled Identities*. Princeton, NJ: Princeton University Press.

Samuels, Ellen. 2003. "My Body, My Closet: Invisible Disability and the Limits of Coming-Out Discourse." *GLQ: A Journal of Lesbian and Gay Studies* 9(1-2): 233-255.

### **November 19: Geographical Intersections**

\*\*First draft of paper is due. BRING A PRINTED COPY TO CLASS

Introduction, Chapters 3, 4, and 5 in Robinson, Zandria. 2014. in *This Ain't Chicago: Race, Class, and Regional Identities*. Chapel Hill, NC: University of North Carolina Press.

Chapters 4 and 5 in Pattillo, Mary. 1999. *Black Picket Fences: Privilege and Peril Among the Black Middle Class*. Chicago, IL: University of Chicago Press.

### **November 26: Violence and the State**

\*\*Peer review of another student's paper is due

Richie, Beth. 2012. "Chapter 4: Black Women, Male Violence, and the Buildup of a Prison Nation." Pages 99 to 124 in *Arrested Justice: Black Women, Violence, and America's Prison Nation*. New York: NYU Press.

Roberts, Dorothy. 1997. "Chapter 4: Making Reproduction a Crime." Pgs. 150-201 in *Killing the Black Body: Race, Reproduction, and the Meaning of Liberty*. New York: Vintage.

### **December 3: Intersectional Praxis and Student Presentations of Course Projects**

\*\*Student presentation of final papers

Cho, S. Crenshaw, K. and McCall, L. 2013. "Toward a Field of Intersectionality Studies: Theory, Applications, and Praxis." *Signs* 38(4): 785-810.

**Final class project due: December 10 by 11:59pm.**