

Intersectionality
Sociology 5315/6515, Fall 2023
Thursdays, 2:00pm to 5:00PM
PHYS 116

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Office Hours: Tuesdays and Thursdays, 12pm to 2pm

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.

MASTER’S (5315) AND PHD (6515) REQUIREMENTS

Note that this course is simultaneously offered as both a master’s- (5315) and PhD-level (6515) course. All students should complete all assigned readings. Assignments differ between master’s and PhD enrollment. Be sure to note these details below.

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. When possible, I have indicated when books are held by the UNT library. Be sure you have access to the following books:

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

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

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

Olúfémí O. Táíwò. 2022. *Elite Capture: How the Powerful Took Over Identity Politics (And Everything Else)*. Chicago, IL: Haymarket Books.

ASSIGNMENTS

Weekly reflections. *Students enrolled in 6515 will write weekly reflections on the readings. Students in 5315 will write at least seven weekly reflections (of their choosing).* 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 is 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, or the relation of readings to your research/job/personal life. 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.

To ensure we remain accountable to engaging in the creative practice of writing weekly reflections, these assignments will be ***due on canvas by 1pm 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 Discussion Lead. Each student will be assigned to a group of 2 that will lead discussion for two class sessions. Discuss leads should design activities and discussion prompts for the entire class that 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 Wednesday prior to the assigned class, along with any slides, figures, or material they plan to use. I am happy to print materials for groups if they give me advance notice.

Group discussion leads 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 will be excused from the written reflection for the weeks they are leading discussion

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 (SOC 6515): 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. 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 20 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

For students enrolled in SOC 6515, the final paper should cite at least 6 pieces of literature covered in this course and 6 additional pieces.

Master's Students (SOC 5315): I highly recommend you use the course project to advance your professional goals. *The standard requirement for masters students is a ten-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
- Public report
- A report on issues pertaining to your workplace or internship

For students enrolled in 5315, the final paper should cite at least 3 pieces of literature covered in this course and 3 additional articles.

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.

September 28: Proposal for class project. Includes abstract and motivation

November 16: Outline of paper is due

December 7: Presentation of projects

December 12, 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

Because this course involves collaboration, participation is essential to learning. Our project-based activities require you to be actively engaged in discussions and group work. I understand tardiness and absences may occur. If you are late to class, please drop me an email to let me know the circumstances. If you must miss class, please let me know prior to your absence.

GRADES

Letter grades will be awarded based on the percentage of total points received, weighted by type of assignment (see table below).

Participation (attendance, participation, and engagement)	20% of Grade
Weekly Reflections	20% of Grade
Group Discussion Lead	20 % of Grade
Class Project	40 % of Grade
Total	100%

Grading Rubric:

90%-100% points: A
80%-89.9% points: B
70%-79.9% points: C
60%-69.9% points: D
59.9% or below: F

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.

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.

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 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.

Week 1, August 24: Introductions to Intersectionality and One Another

Slater, Dashika. 2023. "The Instagram Account that Shattered a California High School." *New York Times* August 17, 2023.

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/>

Calarco, Jessica. Beyond the Abstract: Reading for Meaning in Academia. (<http://www.jessicacalarco.com/tips-tricks/2018/9/2/beyond-the-abstract-reading-for-meaning-in-academia>).

Week 2, August 31: 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.

King, Deborah K. 1988. "Multiple Jeopardy, Multiple Consciousness: The Context of a Black Feminist Ideology." *Signs* 1409(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/>.

Week 3, September 7: Black Feminist Thought

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

Week 4, September 14: Ontology and Identity

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

Nash, Jennifer. 2011. "Practicing Love: Black Feminism, Love-Politics, and Post-Intersectionality." *Meridians* 11(2): 1-24.

Week 5, September 21: 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.

Week 6, September 28: Intermediary Positions

Hamilton, Laura T., Elizabeth A. Armstrong, J. Lotus Seeley, and Elizabeth M. Armstrong. 2019. "Hegemonic Femininities and Intersectional Domination." *Sociological Theory* 37(4): 315-341.

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.

Matlon, Jordanna. 2016. "Racial Capitalism and the Crisis of Black Masculinity." *American Sociological Review* 81(5): 1014-1038.

Scarborough, William J., Joanna R. Pepin, Danny L. Lambouths III, Ronald Kwon, and Ronaldo Monasterio. 2021. "The Intersection of Racial and Gender Attitudes, 1977 through 2018." *American Sociological Review*.

Week 7, October 5: Race and Capitalism

Excerpts from: Robinson, Cedric J. 2021. *Black Marxism: The Making of the Black Radical Tradition. Third Edition*. University of North Carolina Press.

Bell, Derrick A. Jr. 1980. "Brown v. Board of Education and the Interest-Convergence Dilemma." *Harvard Law Review* 93(3): 518-533.

Excerpts from: Bell, Derrick. 2018 *Faces at the Bottom of the Well: The Permanence of Racism*. Basic Books.

Melamed, Jodi. 2011. "Introduction: Producing Discourses of Certainty with Official Antiracisms." Pgs. 1-50 in *Represent and Destroy: Rationalizing Violence in the New Racial Capitalism*. Minneapolis, MN: University of Minnesota Press.

Week 8, October 12: Methods

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.

Bonilla-Silva, Eduardo and Tukufu Zuberi. 2008. Chapter 1, "Toward a Definition of White Logic and White Methods." in *White Logic and White Methods: Racism and Methodology*, edited by Tukufu Zuberi and Eduardo Bonilla-Silva.

Week 9, October 19: Identity, Coalitions, and Politics

Olúfémí O. Táíwò. 2022. *Elite Capture: How the Powerful Took Over Identity Politics (And Everything Else)*. Chicago, IL: Haymarket Books.

Cottom, Tressie McMillan. 2023. "In Alabama, White Tide Rushes On." August 22, 2023. *New York Times*.

Week 10, October 26: Intimacies and 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.

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

Excerpts from Collins, Patricia Hill. 2005. *Black Sexual Politics: African Americans, Gender, and the New Racism*. New York: Routledge.

Week 11, November 2: 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.

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

- Hancock, Ange-Marie. 2016. "Chapter 1: Intersectionality: Intellectual Property or Meme?" in *Intersectionality: An Intellectual History*. Oxford Press.
- Nash, Jennifer. 2011. "Practicing Love: Black Feminism, Love-Politics, and Post-Intersectionality." *Meridians* 11(2): 1-24.

In Class: Discuss outline assignment.

Week 12, November 9: Settler Colonialism

- Glenn, Evelyn Nakano. 2015. "Settler Colonialism as Structure: A Framework for Comparative Studies of U.S. Race and Gender Formation." *Sociology of Race and Ethnicity* 1(1): 52-72.
- Steinman, Erich W. 2022. "Settler colonialism and sociological knowledge: insights and directions forward." *Theory and Society* 51: 145-176.
- Launius, Sarah and Geoffrey Alan Boyce. 2021. "More than Metaphor: Settler Colonialism, Frontier Logic, and the Continuities of Racialized Dispossession in a Southwest U.S. City." *Annals of the American Association of Geographers* 111(1): 157-174.
- Darrah-Okike, Jennifer. 2020. "Theorizing race in Hawai'i: Centering place, indigeneity, and settler colonialism." *Sociology Compass* 24(7).

Outline assignment due.

In Class: Outline Workshop.

Week 13, November 16: Social Movements

- Excerpts from: Taylor, Keeanga-Yamahtta. 2016. *From #Blacklivesmatter to Black Liberation*. Chicago, IL: Haymarket Books.
- James, C.L.R. 1963. "The War of Independence." Chapter XIII in *The Black Jacobins*. Vintage Press.
- Excerpts in: Kelley, Robin D.G. 2003. *Freedom Dreams: The Black Radical Imagination*. Beacon Press.

Outline for course project is due.

In Class: Writing Workshop.

November 23: Fall Break

Week 14, November 30: Care, Coalitions, and Abolition

- Kaba, Mariame. 2021. "Part I: So You're Thinking about Becoming an Abolitionist." Pgs. 2-28 in *We Do This 'Til We Free Us: Abolitionist Organizing and Transforming Justice*. Haymarket Books.

Lynch, Kathleen. 2021. "Introduction," Pgs 1-10 and "Chapter 1: Care and Capitalism: Matters of Social Justice and Resistance." in *Care and Capitalism: Why Affective Equality Matters for Social Justice*. Policy Press.

Excerpts from: Gilmore, Ruth Wilson. 2023. *Abolition Geography: Essays Toward Liberation*. Verso.

Podcast:

Abolition Geography: Ruth Wilson Gilmore & Dalia Gebrial on the Verso Podcast.

<https://www.versobooks.com/blogs/news/abolition-geography-ruth-wilson-gilmore-dalia-gebrial-on-the-verso-podcast>

Week 15, December 7: Student Presentations of Course Projects

Final class project due: December 12 by 11:59pm.