Syllabus Version

March 31, 2022

Course Title

Intersectionality in the Social Sciences
Graduate Seminar
Spring, 2022
Wednesdays, 4:15-6:15

Professor

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Office hours (virtual): Tuesdays, 4-5:30 pm

Course Description and Learning Goals

This course begins with an overview of major original texts by intersectionality scholars in and connected to the social sciences in the United States. This will be followed by readings of later texts that introduced and amplified on the concept within different social science disciplines, and also raised questions over the definition and scope of the term, and how intersectionality was being deployed. For the remainder of the course, we will examine empirical intersectional research on a wide range of topics (e.g., politics, health, sexuality, economics). To a more limited extent, we will consider different approaches to the topic across the globe, and I welcome suggestions for readings on other aspects of intersectionality related to students’ areas of interest and expertise.

Students are expected to obtain a firm understanding of (1) the establishment and development of intersectional analysis from the 1970s to the present, particularly as it relates to the social sciences, and (2) the application of intersectionality in empirical research in the social sciences. Students will also learn how to apply intersectional frameworks in their own research through their final research paper.

Required Reading (subject to change)

These books are required reading for this course (though this may change for books listed in the last weeks of class). The books are listed below in the order they appear on the syllabus. Books that are already available online are noted with an "[online]", and the library will make the others available on an online reserve site (listed under SOC 82800; password is SOCMcCall), which will contain all required books in digital format (assuming they can be obtained) or in hard copy. All other readings are available electronically through the library or will be made available on Blackboard.

**Assignments**

There are four types of assignments in this course, which will be discussed further in class:

1. **Regular participation in class discussions** (20%).
   *Demonstrated knowledge of the reading material is required for credit.*

2. **Presentation of class material for two weeks of readings** (20%).
   There are thirteen weeks of readings for which presenters are needed. Teams of two will lead discussion with SHORT description of subject matter and discussion questions.

3. **Six responses to the readings** (30%; spread out throughout the course).
   Briefly summarize and discuss the strengths and weaknesses of the argument(s), evidence and methods used to support author claims about some aspect of intersectionality. Length should be one single-spaced page (please, no longer). Email to me by 2:00 pm on the day of class so I can provide feedback and reference in class discussion.

4. **A final research paper** (30%).
   Rigorously examine some topic related to the subject matter of this course. This could be a literature review or it could entail original data collection and analysis.

**Course and Reading Schedule** (subject to change)

*Note:* Full citations are at the end of the syllabus and additional/background readings are optional.

**Week 1, Feb. 2. Course Introduction**

**PART I: Foundational texts, definitions, critiques, debates, histories, and recent developments.**

*This section considers foundational texts that set the stage for intersectional analysis throughout the social sciences, as well as key texts that offer criticisms, alternatives, and disciplinary interventions/translations.*
Week 2, Feb. 9. Movement Texts

**Required reading:**
Zandra Robinson, *Handbook* (pp. 479-481)
Gloria Anzaldua, ed., *Making Face, Making Soul: Haciendo Caras* (pp. 377-389)

**Additional:**

Week 3, Feb. 16. Critical Legal and Race Studies

**Required reading:**

Week 4, Feb. 23. Social Epistemology and Theory

**Required reading:**

**Additional:**

Week 5, Mar. 2. Critiques and Alternatives I

**Required reading, Part I:** Queer and Affect Theories

**Additional:**

Week 6, Mar. 9. Disciplinary and Methodological Interventions

*Attend Intersectionality Research Salon at Intersectionality Training Institute, 5-6:30*
**Required reading:**

**Week 7, Mar. 16.** Critiques and Alternatives II

**Required reading, Part II: Reclaiming Black Feminism**

**Additional:**
Kelly Coogan-Gehr, *Signs* (2011)
Kathy Davis, *EJWS* (2020)

**PART II: Empirical Studies**

*This section considers empirical applications of an intersectional framework across a range of subject areas in the social sciences.*

**Week 8, Mar. 23.** Policy and Advocacy

**Required reading:**

**Additional:**

**Week 9, Mar. 30:** White Feminism and Intersectional Activism

**Required reading:**
Eleonore Lepinard, *Feminist Trouble* (2020)

**Additional:**

**Week 10, Apr. 6.** LGBTQ+ Identity and Politics

**Required reading:**
Devon Carbado, *Signs* (2013)
Laura Hamilton et al., *Soc. Theory* (2019)
Tabitha Bonilla and Alvin Tillery, *APSR* (2020)

**Additional:**
Juan Battle et al., *Say It Loud: I’m Black and I’m Proud* (2002)

**Week 11, Apr. 13. Health and Well-being**

**Required reading:**
Tyson Brown et al., *JHSB* (2016)
Frank Edwards et al., *PNAS* (2019)
Camila Alvarez and Clare Evans, *SSM* (2021)

**Additional:**
Greta Bauer et al., *SSM* (2021)
Morgan Jerald et al., *Journal of Counselling Psychology* (2017)

**Background:**
Amy Schultz and Leith Mullings, *Gender, Class, Race, and Health: Intersectional Approaches* (2005)

**Week 12, Apr. 20. No class (spring break)**

**Week 13, Apr. 27. Labor, Economy and Workplace**

**Required reading:**
Adia Harvey Wingfield, *Flatlining* (2019: Chp. 5 & Conclusion)
Ellis Monk et al., *AJS* (2021)

**Additional and Background:**
Mary Romero, *Maid in the USA* (1992)
Mignon Duffy, *G&S* (2005); *SF* (2020)
Jamila Michener and Margaret Teresa Brower, *Deadalus* (2020)
Week 14, May 4. Education and Disability

**Required reading:**
Ann Ferguson, *Bad Boys* (Chp. 4; 2000)
Subini Ancy Annamma et al., *Race, Ethnicity, and Education* (2013)
Nichole Garcia et al., *Race, Ethnicity and Education* (2018)
Jordan Conwell and Nicole Quadlin, *Social Forces* (2021)

Week 15, May 11. Girlhood, Then and Now

**Required reading:**
Joyce Ladner, *Tomorrow's Tomorrow* (1971)
Nikki Jones, *Between Good and Ghetto* (2009)

**Additional:**
Lorena Garcia, G&S (2009)
Shannon Malone Gonzalez, G&S (2019)

Week 16, May 18: no class (reading period).

Week 17, Monday, May 23: Papers due.

References


Hunter, M. 2010. All the gays are white and all the Blacks are straight: Black gay men, identity, and community. *Sexuality Research and Social Policy* 7:81-92.


**Selected Review Articles**


