

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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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.

1. Keeanga-Yamahtta Taylor, ed. 2017. *How We Get Free* (Haymarket). [online]
2. Patricia Hill Collins. 2020. *Intersectionality and Critical Social Theory* (Duke U.P.). [online]
3. Jennifer Nash. 2019. *Black Feminism Reimagined After Intersectionality* (Duke U.P.). [online]
4. Celeste Watkins-Hayes. 2019. *Remaking a Life* (University of California Press). [online]
5. Eleonore Lepinard. 2020. *Feminist Trouble* (Oxford University Press). [online]
6. Joyce Ladner. 1971. *Tomorrow's Tomorrow* (Doubleday).
7. Nikki Jones. 2009. *Between Good and Ghetto* (University of California Press). [online]

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)
Keeanga-Yahmatta Taylor, ed., *How We Become Free* (2017)
Audre Lorde, *Sister Outsider* ([1984] 2007 edition; pp. 110-123)
Gloria Anzaldua, ed., *Making Face, Making Soul: Haciendo Caras* (pp. 377-389)
Chandra Mohanty, *FR* (1988)

Additional:

Bonnie Thornton Dill, *FS* (1983)

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

Required reading:

Kimberlé Crenshaw, *UCLF* (1989)
Kimberlé Crenshaw, *SLR* (1991)
Dorothy Roberts, *HLR* (1991)
Cho, Crenshaw & McCall, *Signs* (2013)

Week 4, Feb. 23. Social Epistemology and Theory

Required reading:

Patricia Hill Collins, *Intersectionality and Critical Social Theory* (2019)

Additional:

P. Hill Collins, *Black Feminist Thought* (1991); *ARS* (2015); & Bilge (2020)

Week 5, Mar. 2. Critiques and Alternatives I

Required reading, Part I: Queer and Affect Theories

Cathy Cohen, *GLQ* (1997)
Sara Ahmed, *Social Text* (2004)
Jasbir Puar, *Social Text* (2005) & *philoSOPHIA* (2012) & postscript to 2nd edition book
Natalie Oswin, *PHG* (2008)
Eduardo Bonilla-Silva, *ASR* (2019)

Additional:

David Eng and Jasbir Puar, *Soc. Text* (2020)
Brigitte Bargetz, *Hypathia* (2015)

Week 6, Mar. 9. Disciplinary and Methodological Interventions

Attend [Intersectionality Research Salon](#) at Intersectionality Training Institute, 5-6:30

Required reading:

Leslie McCall, *Signs* (2005)
Ange-Marie Hancock, *Souls* (2005); *PoP* (2007); *P&G* (2007)
Elizabeth Cole, *AP* (2009); *SR* (2008)
Lisa Bowleg, *SR* (2008); *HER* (2017)
Hae-Yeon Choo & Myra Marx Ferree, *Soc. Theory* (2010)

Week 7, Mar. 16. Critiques and Alternatives II

Required reading, Part II: Reclaiming Black Feminism

Jennifer Nash, *Black Feminism Reimagined after Intersectionality* (2019)
Nikol Alexander-Floyd, *Signs* (2012)
Sara Salem, *EJWS* (2018)

Additional:

Kelly Coogan-Gehr, *Signs* (2011)
Silme Bilge, *DuBois Review* (2013)
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:

Celeste Watkins-Hayes, *Remaking a Life* (2019)

Additional:

Dara Strolovitch, *JoP* (2006)

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

Required reading:

Eleonore Lepinard, *Feminist Trouble* (2020)

Additional:

Dana Fisher et al., *Sci. Adv.* (2017)

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

Required reading:

Lisa Schulte and Juan Battle, *JoH* (2004)
Mignon Moore, *DBR* (2010)
Marcus Hunter, *SRSP* (2010)

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)
Mignon Moore, *ASR* (2008)

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

Required reading:

Ellis Monk, *AJS* (2015)
Tyson Brown et al., *JHSB* (2016)
Dána-Ain Davis, *Medical Anthropology* (2019)
Frank Edwards et al., *PNAS* (2019)
Camila Alvarez and Clare Evans, *SSM* (2021)
Connie Merasty et al., *TransPULSE Canada Report* (2021)

Additional:

Greta Bauer et al., *SSM* (2021)
Alyasah Sewell et al., *Ethnic and Racial Studies* (2020)
Morgan Jerald et al., *Journal of Counselling Psychology* (2017)
Frederick Zimmerman & Nathaniel Anderson, *JamaNet* (2019)

Background:

Amy Schultz and Leith Mullings, *Gender, Class, Race, and Health: Intersectional Approaches* (2005)
Jason Cummings & Pamela Braboy Jackson, *Research on Aging* (2008)

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)
Lauren Alfrey and France Winddance Twine, *G&S* (2017)
Erin Cech and William Rothwell, *ILRR* (2020)
Ellis Monk et al., *AJS* (2021)

Additional and Background:

Evelyn Nakano Glenn, *Signs* (1992), *Unequal Freedom* (2004)
Mary Romero, *Maid in the USA* (1992)
Ruth Milkman, Ellen Reese, and Benita Roth, *W&O* (1998)
Adia Harvey Wingfield, *RG&C* (2007); *G&S* (2009)
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)
Anne-Marie Nunez, *Educational Researcher* (2014)
Nichole Garcia et al., *Race, Ethnicity and Education* (2018)
Nirmala Erevelles, *Educational Studies* (2019)
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:

Hillary Potter, *Critical Criminology* (2013)
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

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- Bonilla-Silva, Eduardo. 2019. "Feeling race: theorizing the racial economy of emotions." *American Sociological Review* 84(1):1-25.
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