

INTERSECTIONAL ACTIVISMS

Spring 2021; WST 6596, section 6596; Class number: 30131

(Counts for *Feminist Praxis/Public Scholarship* MA core course requirement and for WST Certificates)

Wednesdays: Period 6 – 8 (12:50-3:50pm), ZOOM

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“My perspective, and I think it was shared, was let’s not name ourselves after a person. Let’s name ourselves after an action. A political action. And that’s what we did. And not only a political action but a political action for liberation.” (Barbara Smith on naming Combahee River Collective, Taylor, 2017: 31)

“Since intersectionality is an analytic meant to be applied with an eye toward justice, we must examine how it has been interpreted and instrumentalized, understand how it has (or has not) been realized as a practice, and identify what obstacles it faces” (May 2015: 13).

“...paradoxically, the success of intersectionality may mark its failure, the wide travel of the concept its shallow apprehension” (Carastathis, 2016: 3)

COURSE DESCRIPTION: Early intersectional work arose from, and was grounded in, social movement activism, especially activism by feminist/queer/trans women of color (Combahee River Collective, 1981; Ferguson 2019; Mann 2012, 2013). Yet many stories of intersectional resistance and resilience remain incomplete or have been whitewashed (Carruthers 2018:44; Roth 2004: 7). Further, the field of intersectional studies has developed in ways that mask its political origin and neutralize the potential of intersectional collective action and resistance (Collins 2015; May 2015). This course seeks to re-center knowledge and strategies of resistance from intersectional social movement activism. We will begin by engaging activist statements and calls, articulating intersectional visions. We will then turn to an emerging interdisciplinary scholarship tracing the many different ways activists have worked to do social movement organizing and activism intersectionally, and the many structural and discursive constraints of doing so. We will read research featuring distinctive Black feminist intersectional movements, as well as research about the undocumented youth movement, carceral feminism, welfare rights activism, disaster recovery movements, reproductive justice, AIDS activism and more. We will attend to work detailing the challenge of colorblind racism to social movement intersectionality and we will read about how intersectional movement activism is done “in the cracks,” through coalitions (variously conceived), via storytelling, and as # movement work. The goal is to collaboratively create a seminar that re-centers intersectional activists’ interventionist and transformative possibilities while simultaneously attending to the mechanisms which whiten, flatten, and elide multi-dimensional, coalitional resistance.

***NOTE:** Though I will try to remain as faithful as possible to this syllabus, I reserve the right to make changes, as long as they are announced in advance in class or via the class email list. This is especially significant given the ever-changing structure of teaching/learning due to COVID-19*

COURSE OBJECTIVES/GOALS

This course is a graduate research seminar intending to provide participants with the following:

- A review of foundational work of Intersectionality Studies such that participants will become familiar with early intersectional work, core concepts, and its roots in activism and its potential as a political intervention.
- An introduction to some current reflections on the field of intersectionality studies and core critiques of academic intersectionality.
- A review of notable examples of intersectional activism, especially in social movement form, such that course participants will be able to identify ways intersectional collective resistance is practiced by activists and sometimes (re)deployed in unintended ways.
- A chance to engage recent work complicating existing understandings of intersectionality, revealing a longer more complex history of intersectional movement work.
- A space for in-depth consideration of current research about intersectional social movement action such that course participants will become familiar with key questions and shortcomings that characterize the practice of intersectional activism(s) and the research thereof.
- An opportunity to do continual analyses of social movements and activism using an intersectional lens such that participants will develop fluency in raising and engaging questions from an intersectional perspective.

IMPORTANT SPRING 2021 INFORMATION

This seminar will be conducted online for Spring 2021, primarily using Canvas and Zoom. As such, here is some important information to help us move smoothly through this unique learning moment.

MINIMUM TECHNOLOGY REQUIREMENTS: The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to his or her degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Speakers or headphones
- Broadband connection to the Internet and related equipment (Cable/DSL modem)
- Your instructor might request that you respond to polls and in-class quizzes
- Microsoft Office Suite installed (provided by the university)

Individual colleges may have additional requirements or recommendations, which students should review prior to the start of their program.

MINIMUM TECHNICAL SKILLS: To complete your tasks in this course, you will need a basic understanding of how to operate a computer, how to use Zoom, and how to use word processing software.

ZOOM: Zoom is an easy-to-use video conferencing service available to all UF students, faculty, and staff that allows for meetings of up to 100 participants. You can find resources and help using Zoom at <https://ufl.zoom.us>.

TECHNOLOGY RESOURCES: For issues with technical difficulties for Canvas, please contact the UF Help Desk at:

- <http://helpdesk.ufl.edu>
- (352) 392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups due to technical issues should be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

PRIVACY & ACCESSIBILITY POLICIES: For information about the privacy policies of the tools used in this course, see the links below:

- Instructure (Canvas)
 - [Privacy Policy](#)
 - [Accessibility](#)
- Zoom
 - [Privacy Policy](#)
 - [Accessibility](#)

COVID-RELATED POLICIES AND REQUIREMENTS: In response to COVID-19, the following policies and requirements are in place to maintain your learning environment and to enhance the safety of our in-classroom interactions.

- If you are experiencing COVID-19 symptoms ([guidance from the CDC on symptoms of coronavirus](#)), please use the UF Health screening system and follow the instructions on whether you are able to attend class. Find more information in the [UF Health guidance on what to do if you have been exposed to or are experiencing Covid-19 symptoms](#).
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work. Find more information in the [university attendance policies](#).

RECORDINGS OF CLASS: We *may* decide to audio-visually record our class sessions (we might also decide not to). Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who unmute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. *As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.*

NETIQUETTE AND COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy during, before, and after class, in all email messages, threaded discussions, and chats. Be on time. In joining the class session remotely, please try to join the session at least 5 minutes before the class starts. Before your very first class session, try joining about 10-15 minutes to make sure that everything works.

GENERAL COURSE INFORMATION

ACADEMIC ETIQUETTE: This course is a working seminar, where all participants will be both learners and researchers committed to working together as colleagues for this semester. The structure of the course depends on having each participant contribute in various ways to the material of the course. As such, all members of the seminar are expected to engage the material and participate in class in a manner that facilitates your colleagues' engagement and participation. In particular, please consider how your use of electronics can be distracting to discussion – all participants are encouraged to put away phones and minimally do other functions with their laptops during seminar. Prompt “arrival” to class and regular attendance is expected (1 absence per semester is understood – no explanation needed – but should you miss more than one class you will need to meet with me and complete a make-up assignment. Please also see description of assignments for further discussion of expectations about course participation)

UF ACADEMIC INTEGRITY: This course will subscribe to the University of Florida Student Honor Code. A central part of the [UF Honor Code](#) is the Honor Pledge: “*The Honor Pledge: We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code. On all work submitted for credit by Students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”* Further information about the UF Honor Code and guidelines for Academic Honesty are [here](#) and in the UF Graduate Catalog [here](#). Please also consult the Center for Gender, Sexualities, and Women’s Studies [Graduate Student Handbook](#) for further statement about professional expectations.

PERSONAL AND PROFESSIONAL INTEGRITY: In order to make this an effective seminar for everyone, all participants will be expected to meet the professional standards of integrity expected for members of the Center for Gender, Sexualities, and Women’s Studies Research. This means I expect all participants to interact with peers “professionally,” meaning with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication. Additionally, I expect all seminar participants will fulfill work obligations in a thoughtful and timely way, and display collegiality and sensitivity to faculty and other students in the program. These are standards outlined by the CGSWSR as appropriate for MA students as well as Certificate students and informed by the [National Women’s Studies Association Code of Ethics](#)

STUDENT CONDUCT CODE AND SEXUAL HARASSMENT: This course also operates under UF’s Student Conduct Code. The Student Conduct Code is a set of standards and regulations which describe the rights, privileges, and responsibilities for all currently enrolled students at the University of Florida. For more information, click [here](#). UF provides an educational and working environment for its students, faculty, and staff that is free from sex discrimination and sexual harassment. For more information, see [UF policies regarding harassment](#)

UF GENDER EQUITY: The UF Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. Please know that your instructor in this course is considered an Official with Authority who is required to report violations of the gender equity policy. “Title IX is a federal law that requires officials with the authority to take action, to report violations of the gender equity policy. Officials with authority must report these violations to the Title IX Coordinator or their deputies. The obligation to report applies whenever an Official with Authority receives, in the course and scope of employment, information about the alleged misconduct and policy violation. The report must include all information known to the employee which would be relevant to an investigation or redress of the incident, including whether the alleged victim has expressed a desire

for confidentiality.” For further information, including how to make a report, click [here](#). Below are some specialist support services. You might not need them, but you might know someone who does. For specialist support in the aftermath of sexual assault, the Office of Victim Services on campus offer confidential, free support 24 hours a day, 7 days a week.

Office of Victim Services

1515 Museum Road, (352) 392-5648 (Monday – Friday, 8:00 a.m. – 5:00 p.m.) (352) 392-1111 (after business hours and on weekends)

Alachua County Victim Services & Rape Crisis Center 352-264-6760 Monday-Friday, 8:30AM-5PM, some services available 24/7

Peaceful Paths Domestic Abuse Network 352-377-8255 (24 hour helpline)

UF POLICY ON POLITICAL ACTIVITY: “The University of Florida encourages all UF employees to be informed, active, and engaged citizens, and to participate fully in the political life of the community. However, UF employees may not participate in any political campaign or provide anything of value to support or oppose a candidate for public office during work hours or while performing UF activities. Employees may not to use UF facilities (unless appropriately rented or leased through Business Affairs) or UF e-mail, logos, or other university resources for political campaigning or political activities.” See [here](#) for further details.

EVALUATIONS: Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>

UF WRITING PROGRAM: The [UF Writing Program](#) offers all UF students help in the ongoing process of becoming better writers. As they explain on their website, the program “is committed to helping University of Florida students and faculty meet their academic and professional goals by becoming better writers. We support independent learning and encourage scholarship by providing one-on-one consultations, workshops tailored to specific classes (graduate and undergraduate), and faculty retreats focusing on publishing original research. Students and faculty at all levels and in every discipline are welcome!” I encourage all seminar participants to consider using these resources (e.g., writing workshops for graduate students and online tutoring!).

ACCOMMODATIONS: Reasonable accommodations are available for students who have a documented disability with the [Disability Resource Center](#), located at 0001 Building 0020-Reid Hall (accessuf@dso.ufl.edu; Voice 352-392-8565; Fax, 352-392-8570). Please notify me within the first two weeks of class about any accommodations needed for the course. Late notification may cause the requested accommodation to be unavailable.

COMMUNITY RESOURCES: Your well-being is important to the University of Florida. The [U Matter, We Care initiative](#) is committed to creating a culture of care on our campus by encouraging members of our community to look out for one another and to reach out for help if a member of our community is in need. If you or a friend is in distress, please contact umatter@ufl.edu so that the U Matter, We Care Team can reach out to the student in distress. A nighttime and weekend crisis counselor are available by phone at 352-392-1575. The U Matter, We Care Team can help connect students to the many other

helpful resources available including, but not limited to, Victim Advocates, Housing staff, and the [Counseling and Wellness Center](#). Please remember that asking for help is a sign of strength. In case of emergency, call 9-1-1. Here are additional resources:

- [Student Health Care Center](#): Call 352-392-1161 for 24/7 information to help you find the care you need, or visit shcc.ufl.edu.
- [UF Health Shands Emergency Room/Trauma Center](#): For immediate medical care in Gainesville, call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; ufhealth.org/emergency-room-trauma-center.

CONSIDER ADDING A CERTIFICATE IN WOMEN’S STUDIES OR A CERTIFICATE IN GENDER AND DEVELOPMENT: Adding a Certificate in *Women’s Studies* or in *Gender and Development* can deepen your critical thinking, analysis, and skills in intersectional feminist approaches to studying and transforming gender, race, class, sexualities and other systems of power. The 12 credits Certificate will appear on your transcript and can be listed on your CV. The *Certificate in Women’s Studies (WST)* is designed for graduate students from any discipline who wish to become acquainted with various feminist (and other appropriate) theoretical approaches and methodologies for examining the roles and intersections of gender, race/ethnicity, sexualities and other sociocultural systems. The *Certificate in Gender and Development (GAD)* applies this lens to the analysis of labor/economic development processes at micro and macro levels. All graduate students in an MA or PhD program from all colleges at UF are eligible to enroll in these certificates. Visit the Center’s website for details on how to add the [Women’s Studies Certificates](#) and the [Gender and Development Certificate](#) and review the [Graduate Handbook](#) (p. 15-18). Contact Dr. Broad (klbroad@ufl.edu) with any questions.

COURSE REQUIREMENTS AND EXPECTATIONS

| <u>Requirement</u> | <u>% of grade</u> | <u>Points possible</u> |
|--|-------------------|------------------------|
| 10 Reviews/Discussion Reflections | 33 % | 100 points (10 each) |
| 2 Discussion Facilitator presentations | 17 % | 50 points (25 each) |
| 1 Final Paper | 50 % | 150 points |
| ----- | ----- | ----- |
| Course Grade | 100% | 300 points |

ONLINE LEARNING PLAN: Class will begin as promptly as possible each day, taking into consideration any technology challenges that may come up in an online learning environment. To help facilitate class discussion and engagement (and prevent zoom fatigue), this course will be structured to follow a regular class pattern (reflected in the Canvas modules):

- 1st hour: Zoom check in & presentation about readings
Full class discussion (each person responds at least once)
- 2nd hour: Breakout session discussion
Report back to full class
- 3rd hour: 1 Discussion Reflection post reflecting on readings and discussion of the day
1 response to a class colleague’s post

REVIEWS/DISCUSSION REFLECTION:

Due: Review due by noon before class/Discussion Reflection due by 3:50pm day of class

(Total to complete = 10; 33% of course grade, 10 possible points each, 100 total points possible)

As noted in the course schedule, to facilitate our collaborative reading course participants are expected to submit 10 reviews of course readings and present ideas from them in class discussion. Please note: There are 11 days that reviews are assigned (January 27th – April 14th), with the last day meant to be a make-up day. (So you can miss one review and make it up by writing a review on day 11). In general reviews should be (maximum) 2-page essays (single-space) providing a brief summary of the core ideas from the reading you are responsible to review (some days the class will divide up readings) and offering at least one developed point of critical reflection about the work (especially in relation to other readings and ideas from class). As part of your review, please include one possible discussion question (and send this to discussion facilitators by Tuesday at noon, the day before class). Each review will be worth a total of 10 points - 7 points for the written review and the remaining 3 points based on your collaborative and professional participation in class discussion and follow up participation in the last discussion hour of class (Discussion Reflection). The Discussion Reflection includes 1 post in the form of a short paragraph turned in during the last hour of class and 1 response to a colleague's post. (Further discussion on expectations will be outlined in class; see also the statement on Personal and Professional Integrity). *To be clear, because we are working collaboratively, you are expected to speak about the readings almost every day that we meet and sometimes provide summaries for colleagues (on days we split responsibility for the readings). These review assignments are designed to support collaborative discussion (e.g., sometimes it may make sense to read or post portions of your review in class discussion to help bring in more developed ideas).*

DISCUSSION CO-FACILITATOR

Due: Submit your presentation slides to Dr. Broad by 5pm the Tuesday before you are due to facilitate discussion. Please note: Do not forget to also complete review. NOTE: *The Canvas assignment sets the due date as April 14th but this is just a place holder. You should turn it in the day of your discussion facilitation.*

(Total to complete = 2, 17% of course grade, 25 points possible for each, 50 total points possible)

In addition to regular reviews and participation by all class members, we will structure our seminar so that nearly each meeting will have at least 2 discussion facilitators designated. (Please note: The number of discussion facilitators and the number of times you do it may be adjusted based on the final number of colleagues in class). To foster your professional development, ideally you will have the opportunity to play this role at least twice during the semester. Discussion facilitators will be expected to work together (please do not divide up the readings) to provide an overview (summary) of key points from the readings and 6 discussion questions for the class (structured to elicit and develop ideas and critiques of the readings). Please identify 1 discussion question to ask the whole class in the 1st hour of full-zoom discussion, and at least 5 to use in breakout sessions the 2nd hour. You will be expected to begin with an overview of the readings that is expected to be collaboratively created and presented by all of those acting as discussion facilitators that day and is expected to include (at minimum): a review of the readings main points/contributions and critiques. It is expected to last approximately 20 minutes. The overview should be accompanied by slides, prepared with other co-facilitators, outlining key points of the readings and listing (at minimum) the 6 potential discussion questions about all readings for the day [In general aim to include three questions that you and your co-facilitator(s) generate and three more of the most relevant or interesting submitted by your class colleagues)]. These questions should clearly address the readings and pose inquiries about the readings' major contributions, significant weaknesses, and/or connections to other readings. They should also focus on our collaborative project of building our knowledge and understanding of intersectional activism. On the days you facilitate discussion, please also submit a written review (it can be tailored to help with your presentation). Grades for discussion facilitation will be based on presentation, slides and discussion facilitation.

FINAL PROJECT PAPER

Due: Final draft due April 21st by noon

Pick one of these options for your final assignment

- 1) final essay assignment *or*
- 2) the final paper assignment *or*
- 3) suggest a third alternative to Dr. Broad related to your own work.

Further details on each outlined below

1. FINAL ESSAY (INTERSECTIONAL ACTIVISM LITERATURE REVIEW),
(50%, 150 points possible)
To facilitate complex reflection and evaluation of the field of intersectional activist research today, please write a (maximum) 15-page (double-spaced) essay reviewing the literature of the course. These essays are expected to be developed literature reviews that both survey the course readings and synthesize them. In addition to the course readings, seminar participants will be expected to incorporate discussion of *5 additional related readings*. In the essay, course participants should aim to identify critical points characteristic of this scholarship including substantive findings as well as theoretical and methodological contributions. The essay may be organized in any way, but should not be a summary of each reading individually. Participants are encouraged to discuss overall trends in what has been published about intersectional activism, conflicts in the theory and research on intersectional movements, and any gaps in research and scholarship.
NOTE: You will be expected to present ideas from your paper in a presentation to the class on the last day of class.

2. FINAL PAPER (INTERSECTIONAL ACTIVISM RESEARCH)
(50%, 150 points possible)
In order to expand our examination of intersectional activism in this course, and to provide you the opportunity to do in-depth independent research, please write a 15-page (double-spaced) paper about a particular example of current intersectional activism. For this paper you will be expected to find and read secondary research about a type of intersectional activism (e.g., intersectional AIDS activism) and then write an independent paper about it. You will be expected analyze the research about this form of activism in relation to what we have read this semester, including consideration of the following questions:
 - * What is distinctive about this form of intersectional activism?
 - * What is similar to other forms of intersectional activism?
 - * Is the activism truly intersectional? How is it not (using concepts from our readings and identifying any new relevant concepts)?
 - * Is there further research you think needs to be done to better understand the intersectional dynamics of this form of activism?*NOTE: You will be expected to present ideas from your paper in a presentation to the class on the last day of class*

3. FINAL PROJECT (INTERSECTIONAL ACTIVISM & YOUR RESEARCH)

(50%, 150 points possible)

You may propose a project/paper related to your own research. It must take up and work from the material in class. Please check in verbally with Dr. Broad about your idea by *February 3rd* and submit a 1-page description of your proposed project by *Feb. 17th* at the latest.

NOTE: *You will be expected to present ideas from your project in a presentation to the class on the last day of class*

NOTE: *You are required to have both a valid Gatorlink account and access to our Canvas Elearning site (<http://lss.at.ufl.edu>), as well as software that can open files in .pdf format. You will submit assignments electronically through E-Learning/Canvas and receive assessed work back on E-Learning/Canvas. Please also regularly check your UF email.*

REQUIRED READING

The following book is required for this seminar. It is also available through open access by clicking the link below. In addition, we will read articles listed below on the course schedule (and available in our Canvas modules as pdfs):

Jackson, Sarah J. and Moya Bailey, Brook Foucault Welles. 2020
#HashtagActivism: Networks of Race and Gender Justice. The MIT Press.

NOTE: [Open access link](#)

COURSE SCHEDULE

Weds., Jan. 13th

**INTERSECTIONALITY, MOVEMENTS & POLITICAL CONTEXT/
STORIES OF INTERSECTIONALITY**

Watch [Microaggressions video](#)

Carruthers, C.A. 2018. "The Case for Reimagining the Black Radical Tradition"
Chapter 3 in *Unapologetic: A Black, Queer Feminist Mandate for Radical Movements*. Boston: Beacon Press. [in Canvas]

Coaston, J. 2019. "[The Intersectionality Wars](#)" *Vox*. [Link is live]

"Where Do We Go From Here: Chaos or Community?"
Intersectionality Matters podcast with K. Crenshaw and panelists
<https://soundcloud.com/intersectionality-matters/30-where-do-we-go-from-here-chaos-or-community>

Think of a story of intersectional activism (see orientation module and email for more details)

>>>>see also next page >>>>

And review 3 of the following (if possible look specifically at their mission statements):

[Generations Ahead](#)

[Asian Immigrant Women Advocates](#)

[Harriet Tubman Collective](#)

[#SurvivedandPunished](#)

[Sister Song](#)

[Young Women United](#)

[Forward Together](#)

[Queer Undocumented Immigrant Project \(QUIP\)](#) of United We Dream

[Third Wave Fund](#)

[Critical Resistance](#)

[Southerners on New Ground](#)

[Reclaiming Pride](#)

[#GirlsLikeUs](#)

[UK Black Pride](#)

Weds., Jan. 20th

EARLIER IMAGININGS OF INTERSECTIONAL ACTIVISM

“Combahee River Collective Statement” In Taylor 2017. *How We Get Free: Black Feminism and the Combahee River Collective*, edited by Keeanga-Yamatha Taylor, Chicago: Haymarket Books. [in Canvas]

Ferguson, Roderick. 2019. Chapter 1. “The Multidimensional Beginnings of Gay Liberation” in *One-Dimensional Queer*. Polity Press. [in Canvas]

Cohen, Cathy. 1997. Punks, Bulldaggers and Welfare Queens: The Radical Potential of Queer Politics. *GLQ*, 3: 437-465. [in Canvas]

Collins, PH 2015. “Intersectionality’s Definitional Dilemmas.” *Annual Review of Sociology* 41: 1-20. [in Canvas]

Weds., Jan. 27th

INTERSECTIONALITY AND ITS TRAVAILS

Due: Review I/ Discussion Reflection 1

Crenshaw, K., 1991 “Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color,” *Stanford Law Review*, 43, 6: 1241-1299. [in Canvas]

May, V.M. 2014. “Speaking into the Void’? Intersectionality Critiques and Epistemic Backlash” *Hypatia* 29 (1): 95-112. [In Canvas]

Carasthathis, A. 2016. Chapter 2 “Basements and Intersections” In *Intersectionality: Origins, Contestations, Horizons*. Lincoln: University of Nebraska Press. [In Canvas]

Weds., Feb. 3rd

US FEMINIST OF COLOR INTERSECTIONAL ACTIVISMS in 1970s & 80s

Due: Review 2 /Discussion Reflection 2

Roth, B. 2004. *Separate Roads to Feminism: Black, Chicana, and White Feminist Movements in America's Second Wave*. Cambridge: Cambridge University Press. [Ebook in UF libraries:

<http://catdir.loc.gov.lp.hscl.ufl.edu/catdir/samples/cam041/2003046182.html>]

* Introduction, Pgs. 1-23.

Springer, Kimberly. 2005. *Living for the Revolution: Black Feminist Organizations, 1968-1980*. Durham: Duke University Press. [Ebook in UF libraries: <http://dx.doi.org.lp.hscl.ufl.edu/10.1215/9780822386858>]

*Chapter 1, Pgs. 1-44

And 1 more chapter of either the Roth or Springer book (details discussed in class)

Weds., Feb. 10th

COALITIONS, SOLIDARITIES, ALLIANCES

Due: Review 3/ Discussion Reflection 3

Reagon, B.J. 1983. "Coalition Politics: Turning the Century" In *Home Girls: A Black Feminist Anthology*, edited by Barbara Smith. Kitchen Table Women of Color Press. Pp. 356-368. [in Canvas]

Carasthathis, A. 2013. "Identity Categories as Potential Coalitions." *Signs: Journal of Women in Culture and Society* 38 (4): 941-961. [in Canvas]

Cole, Elizabeth R. 2008. "Coalitions as a Model for Intersectionality: From Practice to Theory." *Sex Roles* 59 (5): 443-453. [in Canvas]

Roberts, D. & Jesudason, S. 2013. "Movement intersectionality: The case of race, gender, disability, and genetic technologies." *Du Bois Review* 10(2): 313-328. [in Canvas]

Weds., Feb. 17th

INTERSECTIONAL IDENTITY WORK, FRAMING & STORYTELLING

Due: Review 4/ Discussion Reflection 4

Luna, Z. 2016. "Truly a Woman of Color Organization: Negotiating Sameness and Difference in Pursuit of Intersectionality." *Gender & Society* 30(5): 769-790. [in Canvas]

Terriquez, V. and T. Brenes, A. Lopez. 2018. "Intersectionality as a Multipurpose Collective Action Frame: The Case of the Undocumented Youth Movement." *Ethnicities* 18(2): 260-276. [in Canvas]

Zavella, P. 2017 "Intersectional Praxis in the Movement for Reproductive Justice: The Respect ABQ Women Campaign," *Signs: Journal of Women in Culture and Society*, 42:2, 509-533. [in Canvas]

Weds., Feb. 24th

INTERSECTIONAL PRAXIS

Due: Review 5 / Discussion Reflection 5

Chun, J.H., G. Lipsitz, Y, Shin, 2013. "Intersectionality as a Social Movement Strategy: Asian Immigrant Women Advocates." *Signs: Journal of Women in Culture & Society* 38 (4): 917-940. [In Canvas]

Thuma, E. 2019. Chapter 1: "Lessons in Self Defense: From *Free Joan Little to Free them All*" In *All Our Trials: Prisons, Policing and The Feminist Fight to End Violence*. Chicago: University of Illinois Press. [Ebook in UF libraries: <https://ebookcentral.proquest.com/lib/ufl/reader.action?docID=5747461&ppg=1>]

Weds., March 3rd

REPRESSION, COLORBLIND RACISM, & INTERSECTIONAL SLIPPAGES

Due: Review 6 / Discussion Reflection 6

Ernst, Rose, 2010. *The Price of Progressive Politics: The Welfare Rights Movement in an Era of Colorblind Racism*. NYU Press.

*Chapter 3, Pgs. 37-64 [in Canvas]

Stockdill, B.C. 2002. *Activism Against AIDS: At the Intersections of Sexuality, Race, Gender and Class*. Lynne Rienner Publications.

*Chapter 5, Pgs. 121-146 [in Canvas]

Carbado, 2013. "Colorblind Intersectionality" *Signs* 38(4):811-845. [in Canvas]

Weds., March 10th

FURTHER CHALLENGES TO MOVEMENT INTERSECTIONALITY

Due: Review 7 / Discussion Reflection 7

Luft, R. E. 2016. "Racialized Disaster Patriarchy: An Intersectional Model for Understanding Disaster Ten Years after Hurricane Katrina" *Feminist Formations* 28(2): 1-26. [in Canvas]

Whittier, N. 2016. "Carceral and Intersectional Feminism in Congress: The Violence Against Women Act, Discourse, and Policy" *Gender & Society* 30 (5): 791-818. [In Canvas]

Weds., March 17th

NEW RESEARCH IN INTERSECTIONAL ACTIVISM

Due: Review 8 / Discussion Reflection 8

On this day we will all read different examples of new research on intersectionality and review them for each other. Here are some examples of possible books to review. You may also find your own example but please check with Dr Broad:

Bost, Darius. 2018 *Evidence of Being: The Black Gay Cultural Renaissance and the Politics of Violence*. University of Chicago Press.

Hurtado, Aída 2020 *Intersectional Chicana Feminisms: Sitios Y Lenguas*. University of Arizona Press

Luna, Zakiya. 2020. *Reproductive Rights as Human Rights: Women of Color and the Fight for Reproductive Justice*. NYU Press.

Nash, Jennifer 2019. *Black Feminism Reimagined after Intersectionality*. Duke University Press.

Ransby, Barbara. 2018. *Making All Black Lives Matter: Reimagining Freedom in the Twenty-First Century*. University of California Press.

Thuma, Emily. 2019. *All Our Trials: Prisons, Policing and The Feminist Fight to End Violence*. Chicago: University of Illinois Press

Valverde, Kieu Linh Caroline (editor). 2019 *Fight the Tower: Asian American Women Scholars' Resistance and Renewal in the Academy*. Rutgers University Press.

Zavella, Patricia. 2020. *Movement for Reproductive Justice: Empowering Women of Color through Social Activism*. NYU Press.

** Articles from Special Issue, "Social Movements and Intersectionality" just out in [December 2020 issue of Mobilization](#)

Weds., March 24th

FINAL PROJECT WORKDAY

Spring recharge day – Please use this day to work on your final project

Weds., March 31st

#INTERSECTIONALITY

Due: Review 9 / Discussion Reflection 9

Brown, M. and R. Ray, E. Summers, N. Fraistat. 2017 “#SayHerName: A Case Study of Intersectional Social Media Activism.” *Ethnic and Racial Studies* 40(11): 1831-1846. [In Canvas]

Stout, C. and K. Coulter, B. Edwards. 2018 “#BlackRepresentation, Intersectionality, and Politicians’ Response to Black Social Movements on Twitter.” *Mobilization: An International Quarterly* 22(4): 493-509. [In Canvas]

Zimmerman, T. 2017. “#Intersectionality: The Fourth Wave Feminist Twitter Community” *Atlantis: Critical Studies in Gender, Culture & Social Justice* 38 (1): 54-70. [In Canvas]

Weds., April 7th

HASHTAG NETWORKS OF JUSTICE

Due: Review 10 / Discussion Reflection 10

Jackson, S. and M. Bailey, B.F. Welles. 2020. *#HashtagActivism: Networks of Race and Gender Justice*. The MIT Press. [Ebook in UF libraries: <https://ebookcentral.proquest.com/lib/UFL/detail.action?docID=6118540#>]

Weds., April 14th

INTERSECTIONAL PROMISE

Due: Make-up review (if you missed one of the reviews 1-10) /

Discussion Reflection Make Up

Liu, R. and S. Shange. 2018. "Toward Thick Solidarity: Theorizing Empathy in Social Justice Movements" *Radical History Review* 131 [In Canvas].

DeFillippis, J.N. and B. Anderson-Nathe. 2017. "Embodying Margin to Center: Intersectional Activism among Queer Liberation Organizations" In *LGBTQ Politics* edited by M. Brettschneider, S. Burgess, C. Keeting. New York: New York University Press. Pgs 110-133. [In Canvas]

Bailey, M. and I.A. Mobley. 2019. "Work in the Intersections: A Black Feminist Disability Framework" *Gender & Society* 33 (1): 19-40. [In Canvas]

Weds., April 21st

FINAL PRESENTATIONS

Due: Final Paper due

Abbreviated working list of recommended readings (see also readings listed for March 17):

Bilge, Sirma. 2013. "Intersectionality Undone: Saving Intersectionality from Feminist Intersectionality Studies." *Du Bois Review* 10 (2): 405-424.

Carasthatis, A. 2016. *Intersectionality: Origins, Contestations, Horizons*. Lincoln: University of Nebraska Press.

Collins, P.H. 1990. *Black Feminist Thought: Knowledge, Consciousness, and The Politics of Empowerment*. New York: Routledge.

Collins, P.H. 2012. "Toward a New Vision: Race, Class, Gender as Categories of Analysis and Connection." In *On Intellectual Activism*, Temple University Press, Pgs. 230-244.

Crenshaw, K. and P. Schulz. 2016 "Intersectionality in Promoting Equality: Interview" *The Equal Rights Review* 16.

Hancock, A-M. 2016. *Intersectionality: An Intellectual History*. Oxford University Press.

Luft, R. and J. Ward, 2008. "Toward an Intersectionality Just Out of Reach: Confronting Challenges to Intersectional Practice," *Advances in Gender Research*, 13.

Mann, S.A., 2012. Chapter 5, "Intersectionality Theories," In *Doing Feminist Theory: From Modernity to Postmodernity*. Oxford University Press, Pp. 160-208.

Mann, S.A., 2013. "Third Wave Feminism's Unhappy Marriage of Poststructuralism and Intersectionality Theory," *Journal of Feminist Scholarship* 4, Spring, pp. 54-73.

May, V. 2014. "Speaking into the Void"? Intersectionality Critiques and Epistemic Backlash. *Hypatia*, 29.

May, V. 2015. *Pursuing Intersectionality, Unsettling Dominant Imaginaries*. UK: Routledge.

Mohanty, Chandra Talpade, 2013. "Transnational Feminist Crossings: On Neoliberalism and Radical Critique," *Signs: Journal of Women in Culture & Society*. Summer, Vol. 38 Issue 4, p967-991.

Puar J. 2007 "From Intersections to Assemblages" Excerpted from J.K. Puar, *Terrorist Assemblages: Homonationalism in Queer Times*. Durham: Duke University Press. In Grzanka, P.R.(editor), 2014. *Intersectionality: A Foundations and Frontiers Reader*. Westview Press.

Puar, J. 2013 "'I would rather be a cyborg than a goddess': intersectionality, assemblage and affective politics" *Meritum – Belo Horizonte* 8(2): 371-390.

Ransby, B. 2018. *Making All Black Lives Matter: Reimagining Freedom in the 21st Century*. Oakland: University of California Press.

Roth, B. 2017. "Intersectionality: Origins, Travels, Questions, and Contributions?" In *Oxford Handbook of Women's Movements*, edited by H.J. McCammon, V. Taylor, J. Reger, R.L. Einwhoner. Oxford University Press.

Spade, 2013. "Intersectional Resistance and Law Reform" *Signs: Journal of Women in Culture & Society*, Vol. 38, No. 4, pp. 1031-1055

Staggenborg, Suzanne. 2010. "Chapter 2: Theories of Social Movements and Collective Action" from *Social Movements*, Oxford University Press.

Taylor, K-Y (editor). 2017. *How We Get Free: Black Feminism and the Combahee River Collective*. Chicago: Haymarket Books.

Tomlinson, Barbara. 2013. "Colonizing Intersectionality: Replicating Racial Hierarchy in Feminist Academic Arguments," *Social Identities*, 19, 2, 254-272.

Tomlinson, B. 2018. *Undermining Intersectionality: The Perils of Powerblind Feminism*. Philadelphia: Temple University Press