

INTERSECTIONAL ACTIVISMS

WST 6935-Section 17F1, Fall 2019

Center for Gender, Sexualities, and Women's Studies Research building, Room 108

Thursdays: Period 6 – 8 (12:50-3:50pm)

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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 how political and economic forces have reduced multi-dimensional politics and other work detailing challenges of colorblind racism to social movement intersectionality. We will read about the different ways social movement intersectionality is done -- for example, “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

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, 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).
- 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.

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 use laptops in a 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](#)

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.

CONSIDER ADDING A CERTIFICATE IN WOMEN’S STUDIES: If you are taking this course, you are likely only 9 credits away from earning a Certificate (12 credits total) that 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. All graduate students in an MA or PhD program from all colleges at UF are eligible to enroll in this program. You can also do a Certificate in *Gender and Development*. For more information see the [Center webpage about Certificates](#) and contact Dr. Broad (klbroad@ufl.edu) with any questions.

COURSE ASSIGNMENTS

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

REVIEWS (Total to complete = 10; 33% of course grade, 10 possible points each, 100 total points possible) **Due: Review by noon before class**

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 (August 29th – November 7th), 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 3-page essays (double-space) providing a brief summary of the core ideas from the reading 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 send one possible discussion question to discussion facilitators by Wednesday 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 (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 portions of your review in class discussion to help bring in more developed ideas).*

DISCUSSION CO-FACILITATOR (Total to complete = 2, 17% of course grade, 25 points possible for each, 50 total points possible) **Due: Submit your PowerPoint slides to Dr. Broad by 5pm the**

Wednesday before you are due to facilitate discussion. Please note: Do not forget to also complete review. In addition to regular reviews and participation by all class members, we will structure our seminar so that nearly each meeting will have 2 discussion facilitators designated. You will be expected 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 a 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). The review 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 20-30 minutes. The review should

be accompanied by a handout (or PowerPoint), prepared with other co-facilitators, outlining key points of the readings and listing (at minimum) 6 potential discussion questions about all readings for the day [you should 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. If you use paper handouts, please be prepared to give a copy to each member of class (including Dr. Broad). On the days you facilitate discussion, you still need to submit a written review but it can be tailored to help with your presentation. Grades for discussion facilitation will be based on handout/PP slides, presentation, and discussion facilitation.

FINAL PROJECT PAPER

Pick either the 1) final essay assignment or 2) the final paper assignment described below

1. FINAL ESSAY (INTERSECTIONAL ACTIVISM LITERATURE REVIEW),
(50%, 150 points possible)

Due: Full draft due November 21st by noon, Final draft due December 4th by noon: To facilitate complex reflection and evaluation of the field of intersectional activist research today, please write a 10 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)

Due: Full draft due November 21st by noon, Final draft due December 4th by noon: 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 10-15 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 an area of intersectional activism (e.g., intersectional AIDS activism) and then write an independent paper about it. You will be expected to 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.*

NOTE: *You are required to have both a valid Gatorlink account and access to our 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 books are required for this seminar. Both are available as eBooks through the library (links below are live). In addition, we will read articles listed below on the course schedule (and available on in Elearning/Canvas as a pdf):

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

<https://ebookcentral.proquest.com/lib/ufl/reader.action?docID=5747461&ppg=1>

“All Our Trials demonstrates how antiviolence mobilizations that focused on the lives of marginalized women were generative of an interwoven analysis of racism, sexism, heterosexism, and capitalism that pointed to the carceral state as a source of further harm rather than safety and redress” (Thuma, pg. 4, *All Our Trials*)

Ferguson, R.A. 2019. *One-Dimensional Queer*. Cambridge, UK: Polity Press.

<https://ebookcentral.proquest.com/lib/ufl/reader.action?docID=5613309&ppg=1>

“For the longest time we have believed that queer liberation arose as a single-issue event that was simply about sexuality... This book tells a different story, one in which a multidimensional host of concerns were there from the very beginning only to be excised later on” (Ferguson, pg. 2, *One-Dimensional Queer*)

COURSE SCHEDULE

Thurs, Aug. 22nd

INTERSECTIONAL ACTIVISMS & MOVEMENTS TODAY?

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

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

Crenshaw, K. “[PODCAST, Episode 5: Stonewall 50: Whose Movement is it anyway?](#)” *Intersectionality Matters with Kimberlé Crenshaw*, [Link is live]

And review 3 of the following mission statements [Links are live]:

[Generations Ahead](#)

[Asian Immigrant Women Advocates](#)

[#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](#)

[UK Black Pride](#)

Thurs, Aug. 29th

INTERSECTIONALITY AND ITS TRAVAILS

Due: Review 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]

Collins, PH 2015. "Intersectionality's Definitional Dilemmas." *Annual Review of Sociology* 41: 1-20. [In Canvas]

Carastathis, A. 2014. The Concept of Intersectionality in Feminist Theory" *Philosophy Compass* 9(5): 304-314. [In Canvas]

Thurs, Sept. 5th

US FEMINIST OF COLOR INTERSECTIONALITIES in 1970s & 80s

Due: Review 2

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

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, also on reserve]* Introduction, Pgs. 1-23.

Springer, Kimberly. 2005. *Living for the Revolution: Black Feminist Organizations, 1968-1980*. Durham: Duke University Press. [Ebook in UF libraries] *Chapter 1, Pgs. 1-44

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

Thurs, Sept. 12th

COALITIONS, SOLIDARITIES, ALLIANCES

Due: Review 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]

Carastathis, 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]

Thurs, Sept. 19th

INTERSECTIONAL IDENTITY WORK, FRAMING & STORYTELLING

Due: Review 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]

Thurs, Sept. 26th

INTERSECTIONAL PRAXIS

Due: Review 5

Thuma, E. 2019. *All Our Trials: Prisons, Policing and The Feminist Fight to End Violence*. Chicago: University of Illinois Press. [Ebook in UF libraries]

Thurs, Oct. 3

REPRESSION, COLORBLIND RACISM, & INTERSECTIONAL SLIPPAGES

Due: Review 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]

Thurs, Oct. 10th

FURTHER CHALLENGES TO MOVEMENT INTERSECTIONALITY

Due: Review 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]

Lépinard, É. 2014. "Doing Intersectionality: Repertoires of Feminist Practices in France and Canada" *Gender & Society*, 20 (6): 877-903. [In Canvas]

Thurs, Oct. 17th

FROM MULTI-DIMENSIONAL TO ONE DIMENSIONAL LIBERATION

Due: Review 8

Ferguson, R.A. 2019. *One-Dimensional Queer*. Cambridge, UK: Polity Press. [Ebook in UF libraries]

Thurs, Oct. 24th

INTERSECTIONAL PROMISE

Due: Review 9

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]

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]

Mandell, R. and B. Israel, A.J. Schulz. 2019. "Breaking free from siloes: intersectionality as a collective action frame to address toxic exposures and reproductive health" *Social Movement Studies* 18 (3): 346-363. [In Canvas]

Thurs, Oct. 31st

#INTERSECTIONALITY

Due: Review 10

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]

Thurs, Nov. 7th

ADDITIONAL ONLINE INTERSECTIONAL MOVEMENT WORK

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

Gentile, H. and S. Salerno. 2019. "Communicating Intersectionality through creative claims making: the queer undocumented immigrant project" *Social Identities: Study of Race, Nation, and Culture* 25(2): 207-223. [In Canvas]

Elliot, T. and J. Earl, T. Maher. 2017 "Recruiting Inclusiveness: Intersectionality, Social Movements, and Youth Online." In (ed.) *Non-State Violent Actors and Social Movement Organizations (Research in Social Movements, Conflicts and Change, Volume 41)* Emerald Publishing Limited, pp.279 – 311. [In Canvas].

Thurs, Nov. 14th

THICK SOLIDARITY & LOVE

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

Nash, Jennifer C., 2013. "Practicing Love: Black Feminism, Love-Politics, and Post-Intersectionality," *Meridians: feminism, race, transnationalism*, vol. 11, no. 2, pp. 1-24. [In Canvas].

Ramirez-Valles, J. 2011. "Chapter 7: Finding *Compañeros*" In *Compañeros: Latino Activists in the Face of AIDS*. Chicago: University of Illinois Press. [In Canvas]

Thurs, Nov. 21st

PRESENTATIONS –

Due: *Full draft of final project paper*

Thurs, Nov. 28th

NO CLASSES – University holiday

Weds, Dec. 4th

NO CLASS –

Due: *Final draft of final project paper*

Abbreviated list of recommended readings:

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.

Collins, P.H. and S. Bilge. 2016. *Intersectionality*. Cambridge, UK: Polity.

Collins, P.H. 2019. *Intersectionality as Critical Theory*. Durham, NC: Duke University Press.

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

Crenshaw, K. 2020. *On Intersectionality: Essential Writings*. New York: The New Press.

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.
- Nash, J.C. 2019. *Black Feminism Reimagined: After Intersectionality*. Durham, NC: Duke University Press.
- Patil, V. 2013. From Patriarchy to Intersectionality: A Transnational Feminist Assessment of How Far We've Really Come" *Signs* 38 (4): 847-867.
- 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.
- Romero, M. 2017. *Introducing Intersectionality*. Cambridge, UK: Polity.
- 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