

INTERSECTIONALITY & SOCIAL MOVEMENTS

Spring 2026, WST 6596-Class #27596

Thursdays | Periods 7-9 (1:55 PM - 4:55 PM)

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COURSE DESCRIPTION: This course addresses the theory and research about intersections of race, class, gender, sexuality in activism and social movements. Please note: *This course will consider a variety of issues and perspectives about them; one political view is not a required nor an expected outcome.*

COURSE SCHEDULE

NOTE: All required readings are in Canvas or available as e-book chapters in UF library.

NOTE: Though I will try to remain as faithful as possible to this syllabus, at times it is necessary to make course adjustments because of unforeseen disruptions (e.g., hurricanes) or to better meet learning outcomes. I reserve the right to make changes, as long as they are announced in advance in class or via the class email list.

Thurs, Jan 15

INTERSECTIONALITY, MOVEMENTS & POLITICAL CONTEXT

Collins reading
Crenshaw reading
Coaston reading
Primer review

Thurs., Jan 22

EARLIER IMAGININGS OF INTERSECTIONAL ACTIVISM

Due: Review 1/Discussion Reflection 1
CRC Statement
Ferguson reading
Cohen reading

Thurs., Jan. 29

INTERSECTIONALITY AND ITS TRAVALS

Due: Review 2 /Discussion Reflection 2
Collaborative Facilitation Day 1
May reading
Carastathis reading
Bilge reading

Thurs., Feb. 5

US FEMINIST OF COLOR INTERSECTIONAL ACTIVISMS

Due: Review 3/ Discussion Reflection 3
Collaborative Facilitation Day 2
Roth reading
Springer reading
Extra chapter

Thurs., Feb. 12	COALITIONS, SOLIDARITIES, ALLIANCES Due: <i>Review 4/Discussion Reflection 4</i> Reagon reading Carastathis reading Cole reading Roberts & Jesudason reading
Thurs., Feb. 19	INTERSECTIONAL MOVEMENT MEANINGS & FRAMINGS Due: <i>Review 5/Discussion Reflection 5</i> Terriquez, Brenes, and Lopez reading Whittier reading Hiraide & Evans reading
Thurs., Feb. 26	INTERSECTIONAL POSITIONALITY & STRATEGY Due: <i>Review 6/Discussion Reflection 6</i> Chun, Lipsitz, and Shin reading Thuma reading Montoya reading
Thurs., March 5	INTERSECTIONAL ORGANIZING AND ORGANIZATIONS Due: <i>Review 7/Discussion Reflection 7</i> Luna reading Ishkanian & Peña reading DeFillippis,&Anderson-Nathe reading
Thurs., March 12	INTERSECTIONAL CONTEXT, CRISIS, AND MESSINESS Due: <i>Review 8/Discussion Reflection 8</i> Ernst reading Roth reading García reading
March 14-21	NO CLASSES – UNIVERSITY HOLIDAY
Thurs., March 26	BOOK REVIEW Due: <i>Review 9/Discussion Reflection 9</i> Book of your choice (further discussion in class)
Thurs., April 2	INTERSECTIONAL SOLIDARITY? Due: <i>Review 10/Discussion Reflection 10 (Practice Peer-Review)</i> Ciccia & Roggeband reading Einwohner et al. reading
Thurs., April 9	COUNTER-INTERSECTIONALITY & PAPER WORKSHOPPING Dursun reading
Thurs., April 16	FINAL PRESENTATIONS Due: <i>Final Paper due</i>

COURSE OBJECTIVES

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 core concepts and its roots in movements.
- An overview to some reflections on the field of intersectionality studies and core critiques of academic intersectionality.
- A chance to review research detailing a long complex history of intersectional movement work.
- A review of notable examples of research about how social movements take up ideas of intersectionality.
- 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 limitations of social movement intersectionality in action.
- An opportunity to do continual analyses of social movements = using an intersectional lens such that participants will develop fluency in raising and engaging questions from an intersectional perspective.
- Review of recent work offering advances to the field

COURSE EXPECTATIONS

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). In order to make this an effective seminar for everyone, all participants will be expected to meet the professional standards of integrity expected for scholars at the university and professional organizations.

GRAD SCHOOL GRADE REGULATIONS: Graduate school regulations specify that any graduate student may be denied further registration if progress toward completing the program becomes unsatisfactory to the academic unit, college, or Dean of the Graduate School. Unsatisfactory scholarship is defined as failure to maintain a B average (3.00) in all work attempted. Graduate students need an overall GPA of 3.00 truncated and a 3.00 truncated GPA in their major (and in the minor, if a minor is declared) at graduation. Students with less than a 3.00 GPA may not hold an assistantship or fellowship.]

ASSIGNMENTS:

This seminar will be a structured space for the following kinds of professional development: building strategies for engaging in interdisciplinary dialogue, developing skills of professional review of research articles, practice doing a peer review of a journal article, learning guidelines and doing a professional book review, and either engaging primary data or writing a nuanced literature review. The assignments below are designed to facilitate such development.

<u>Requirement</u>	<u>% of grade</u>	<u>Points possible</u>
10 Reviews/Discussion Reflections	33 %	100 points (10 each)
3 Discussion Facilitator presentations	17 %	50 points (10 10 30)
1 Final Paper	50 %	150 points
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Course Grade	100%	300 points

REVIEWS/DISCUSSION REFLECTION:

DUE: Review due by noon before class/Discussion Reflection due before leaving class (will be completed in 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 10 days that reviews are assigned (January 22–April 2). Reviews 1-8 will be expected to be short essays (max 2 pages, single-spaced) providing a brief summary of the core ideas from the readings in your own words and discussion of how the readings relate to your own area of research/discipline (with specific discussion of readings and concepts encouraged). As part of your review, please include one possible discussion question (and send this to discussion facilitators by Wednesday at noon, the day before class).

Review 9 will be an opportunity to practice writing a professional quality book review (with journal guidelines provided)

Review 10 will be a structured opportunity to learn/practice peer-review of a journal article.

Each review will be worth a total of 10 points - 8 points for the written review and the remaining 2 points based on your collaborative and professional participation in class discussion and follow up participation in the form of a short reflection paragraph (Further expectations to be outlined in class).

DISCUSSION CO-FACILITATION:

(Total to complete = 2, 17% of course grade, 10 points possible for Collaborative Facilitations/30 Points for Discussion Facilitation Presentation, 50 total points possible): Each seminar meeting will begin with brief comments by the instructor and then turn to discussion facilitated by seminar participants, providing a space to collaboratively develop skills for engaging as interdisciplinary scholars. Three times in the semester you will be expected to help facilitate discussion, twice by doing Collaborative facilitation of one reading and once more formally by doing Discussion Facilitation of all the readings (with 1-2 class colleagues). (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).

Collaborative Facilitation of 1 reading: *This will be done entirely in class, working from your reviews and building on them. No extra submission is required. (You will be asked to do this twice – January 29 and February 5.* Twice during the semester, you will be asked to work with 2-3 classmates in class to facilitate discussion about 1 reading with your other class colleagues. You will be expected to highlight key points about the reading for your colleagues in class and facilitate discussion of it by raising 2 discussion questions. Further details to be provided in class.

Discussion Facilitation of multiple readings: *Please submit presentation slides by noon the Wednesday before your group facilitates discussion. Do not forget to submit a review as well.* Once during the semester (Feb 12- March 12), you will be asked to work with 1-2 colleagues from class to facilitate discussion about the class readings of the day in a more formal way. You will sign up for which day in the first few weeks of class. 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). 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 reading's main ideas and contributions. It is expected to last no more than 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 may pose inquiries about the readings' major contributions. Questions may also be posed to raise consideration of potential weaknesses and critiques and/or to foster discussion of connections to other readings and core concepts. They should also focus on our collaborative project of building our knowledge and understanding of intersectional social movements. 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 16th by noon. Further details provided in class.

Pick one of these options for your final assignment

- 1) final essay assignment *or*
- 2) final paper assignment *or*
- 3) suggest a third alternative to Dr. Broad related to your own work
(must engage class materials/concepts).

GENERAL COURSE INFORMATION

UF ACADEMIC POLICIES: This course complies with all UF academic policies. For information on those policies and for resources for students, please see [this link](#). The direct link is <https://syllabus.ufl.edu/syllabus-policy/uf-syllabus-policy-links/>.)

ANSWERS TO IMPORTANT CLASS QUESTIONS:

May I take my exam late? May I turn my assignment/paper in late? Late assignments, papers, and exams will only be accepted/arranged when students face documented circumstances beyond his or her control.

May I take an incomplete in the course? The College of Liberal Arts and Sciences states that an incomplete can “only be given when a student has completed a major portion of the course with a passing grade and has been unable to complete the course requirements because of documented circumstances beyond his or her control” (see also Undergraduate catalog under “Grades/ Grading Policy”). An “Incomplete” (or “I” grade) can only be assigned before the final exam/final paper of the course.