

INTERSECTIONAL ACTIVISMS

WST 6596, Section 6596 – Class # 28605

SPRING 2023, Wednesdays: Period 6 – 8 (12:50-3:50pm), CGSWSR building, Room 108

K.L. Broad, Ph.D.

Email: klbroad@ufl.edu

<http://people.clas.ufl.edu/klbroad/>

Phone: (352) 273-0392

Office: CGSWSR building, Room 301

Office hours: TBA

COURSE DESCRIPTION: Theory and research about intersections of race, class, gender, sexuality in activism and social movements.

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, 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.

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 Department of Gender, Sexuality 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 Department of Gender, Sexuality, and Women’s Studies. 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 Department as appropriate for MA students as well as Certificate students and informed by the [National Women’s Studies Association Code of Ethics](#)

UF STUDENT CONDUCT CODE AND HARASSMENT POLICY: 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 Office for Accessibility and Gender Equity provides support to anyone affected by sexual or gender-based misconduct, harassment, or discrimination. Please know that both your instructor in this course is considered Officials 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 STATEMENT OF CLASSROOM LEARNING: People learn best when they are encouraged to ask questions and express their diverse opinions on course content which may include images, texts, data, or theories from many fields. This is especially true in courses that deal with provocative or contemporary issues. UF offers many such courses, in which students encounter concepts of race, color, sex, and/or national origin. We teach these important issues because understanding them is essential for anyone who seeks to make economic, cultural, and societal contributions to today's complex world. With this in mind, we do not limit access to, or classroom discussion of, ideas and opinions-including those that some may find uncomfortable, unwelcome, disagreeable, or even offensive. In response to challenging material, students and instructors are encouraged to ask honest questions and thoughtfully engage one another's ideas. But hostility, disruptive and disrespectful behavior, and provocation for provocation's sake have no place in a classroom; reasonable people disagree reasonably. These guidelines can help instructors and students as they work together to fulfill the mission of the University of Florida, which includes the exploration of intellectual boundaries, the creation of new knowledge and the pursuit of new ideas.

UF CLASS RECORDING POLICY: Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

EVALUTIONS: 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: <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/-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!).

UF ACCOMODATIONS: The University of Florida is committed to providing equal educational access to students with disabilities. The Disability Resource Center (DRC) collaborates with campus partners to facilitate access and inclusion for Gators with disabilities. Students with disabilities requesting accommodations should first register with the [UF Disability Resource Center](#) (0001 Building 0020-Reid Hall, accessuf@dso.ufl.edu; Voice 352-392-8565; Fax, 352-392-8570) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodations. Students with disabilities should follow this procedure as early as possible in the semester. Information for students from the DRC is available [here](#). In this course, I am committed to providing equitable education access through reasonable accommodations as outlined in your accommodation letter. 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.

UF 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 is a list of resources:

U Matter, We Care: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit [U Matter, We Care website](#) to refer or report a concern and a team member will reach out to the student in distress.

Counseling and Wellness Center: Visit the [Counseling and Wellness Center](#) website or call 352-392-1575 for information on crisis services as well as non-crisis services.

Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit the [Student Health Care Center website](#)

University Police Department: Visit [UF Police Department website](#) or call 352-392-1111 (or 911 for emergencies).

UF Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; Visit the [UF Health Emergency Room and Trauma Center website](#).

GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.

Food Pantry: A person experiences food insecurity when they are unable to access healthy,

nutritious food. Food insecurity encompasses both the quantity and nutritional quality of food. Food insecurity can be experienced for short periods of time but can also be experienced over an extended period. College students experience food insecurity in many ways - some examples include: hunger causing distraction while studying or in class, choosing to avoid exercise due to personally inadequate diet, choosing between buying textbooks and groceries while waiting on financial aid, or only being able to afford ramen. The Alan and Cathy Hitchcock Field & Fork Food Pantry serves members of the UF community experiencing food insecurity. We are open to everyone in the UF community, regardless of income, class, race, gender, housing status, or ability. We do not ask for verification of need - we only ask that you bring your Gator 1 card. Guests may shop up to two times per week either by placing an online order or by taking a pre-made to-go bag. We are currently limited to our COVID-19 operations due to staff shortages. We are working to achieve enough staff so that we may return to our normal operations. Visit [this website](#) for more information.

UF ACADEMIC RESOURCES: The following are academic resources that may be helpful for completing this course:

[UF Computing Help Desk](#) (for E-learning technical support) at 352-392-4357 or via e-mail at helpdesk@ufl.edu.

[Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.

[Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring.

[Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.

EXTRA COURSE FEES: There are no additional fees for this course.

LAND ACKNOWLEDGEMENT: This is an acknowledgement that for thousands of years the area now comprising the state of Florida has been and continues to be home to many Native Nations. We further recognize that the main campus of the University of Florida is in the heartland territory of two historically-known Native societies –those of the Potano and of the Alachua Seminole. As a part of our current stewardship, we acknowledge an obligation to honor the ancestral, present, and future Native residents of Florida. (Originally Crafted by UF Libraries)

CONSIDER ADDING A CERTIFICATE: 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. Hernandez (jillianhernandez@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

REVIEWS/DISCUSSION REFLECTION:

DUE: Review due by noon before class/Discussion Reflection due by 10pm 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 10 days that reviews are assigned (January 18th – April 5th). In general reviews should be (maximum) 2-page essays (single-space) providing a brief summary of the core ideas from the reading. 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 form of a short reflection paragraph (Further expectations to be outlined in class). *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. 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:

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 5th 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). 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 ideas and contributions. 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 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 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 19th by noon

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.

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 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 8th* and submit a 1-page description of your proposed project by *February 22nd* 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.*

REQUIRED READING

The following books are required for this seminar:

Messner, Michael. 2021. *Unconventional Combat: Intersectional Action in the Veteran's Peace Movement*. Oxford, UK: Oxford University Press. [On reserve as Ebook. NOTE: To access Course Reserves (ARES) via Canvas you must use Mozilla Firefox.]

Permalink:

https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma993839241

Jackson, Sarah J. and Moya Bailey, Brooke Foucault Welles. 2020. *#Hashtag Activism: Networks of Race and Gender Justice*. Cambridge, MA: The MIT Press. [On reserve as Ebook. NOTE: To access Course Reserves (ARES) via Canvas you must use Mozilla Firefox.]

Permalink:

https://ufl-flvc.primo.exlibrisgroup.com/permalink/01FALSC_UFL/6ad6fc/alma99383201642006597

In addition, we will read articles listed below on the course schedule (and available in our Canvas modules as pdfs)

COURSE SCHEDULE

- | | |
|------------------------------------|--|
| Weds., Jan. 11th | INTERSECTIONALITY, MOVEMENTS & POLITICAL CONTEXT
Carruthers reading
Coaston reading
AAPC action video
AAPC Primer
Review of relevant websites (see canvas for details) |
| Weds., Jan. 18th | EARLIER IMAGININGS OF INTERSECTIONAL ACTIVISM
Due: Review 1/ Discussion Reflection 1
Combaheee Statement
Ferguson reading
Cohen reading
Collins reading |

- Weds., Jan. 25th** **INTERSECTIONALITY AND ITS TRAVAILS**
Due: *Review 2 / Discussion Reflection 2*
Crenshaw reading
May reading
Carastathis reading
- Weds., Feb. 1st** **US FEMINIST OF COLOR INTERSECTIONAL ACTIVISMS**
Due: *Review 3 / Discussion Reflection 3*
Roth reading
Springer reading
And 1 more chapter of either the Roth or Springer book (details discussed in class)
- Weds., Feb. 8th** **COALITIONS, SOLIDARITIES, ALLIANCES**
Due: *Review 4 / Discussion Reflection 4*
Reagon reading
Carastathis reading
Cole reading
Roberts & Jesudason reading
- Weds., Feb. 15th** **INTERSECTIONAL MEANING-MAKING**
Due: *Review 5 / Discussion Reflection 5*
Terriquez, Brenes, and Lopez reading
Whittier reading
Zavella reading
- Weds., Feb. 22nd** **INTERSECTIONAL SOCIAL MOVEMENT STRATEGY**
Due: *Review 6 / Discussion Reflection 6*
Chun, Lipsitz, and Shin reading
Thuma reading
- Weds., March 1st** **INTERSECTIONAL ORGANIZATIONS**
Due: *Review 7 / Discussion Reflection 7*
Luna reading
Ernst reading
DeFillippis and Anderson-Nathe readings
- Weds., March 8th** **TURNING TOWARD INTERSECTIONALITY IN SOCIAL MOVEMENT RESEARCH**
Due: *Review 8 / Discussion Reflection 8*
Luna, Jesudason, and Kim reading
García reading
Daniel and de Leon reading
- Weds., March 15th** **NO CLASS – SPRING BREAK**
- Weds., March 22nd** **NEW RESEARCH**
Due: *Review 9 / Discussion Reflection 9*
Messner book
- Weds., March 29th** **FINAL PROJECT WORKDAY**

Further details provided in class

Weds., April 5th

HASHTAG ACTIVISM

Due: *Review 10 / Discussion Reflection 10*

Jackson, Bailey, Foucault Welles reading

Weds., April 12th

**FUTURE OF SOCIAL MOVEMENT RESEARCH
& INTERSECTIONALITY**

Montoya reading

Nash reading

Weds., April 19th

FINAL PRESENTATIONS

Due: *Final Paper due*