



Overview of Today

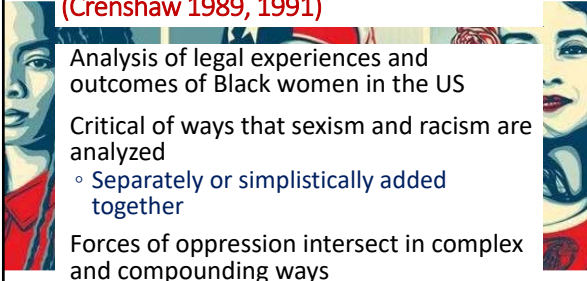
- Part I: Understanding Intersectionality
 - Intersectionality's origins
 - Basic tenets
- Part II: Intersectionality in the Classroom
 - Curriculum
 - Complex identities in the classroom

Part I: Understanding Intersectionality

What is Intersectionality?



Intersectionality's Origins (Crenshaw 1989, 1991)



The Intersectional Metaphor




Intersectionality's Origins (Hill Collins 1990)

Intersections form a **matrix of domination** through which individuals experience both privilege and oppression or multiple oppressions

Intersectionality's Origins

When the term "intersectionality" was coined, the concept was not new



Anna Julia Cooper

There is no such thing as a single-issue struggle because we do not live single-issue lives.
Audre Lorde

Nor are the ideas associated with intersectionality uniquely American

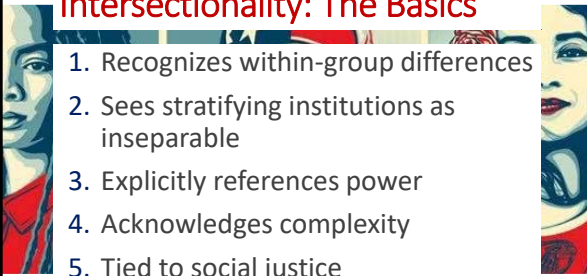
Intersectionality Since Crenshaw and Collins

Concept taken feminist scholarship by storm
Applied across a wide range of intersections

- gender
- class
- nation
- race
- age
- religion
- sexuality
- ability
- and more...

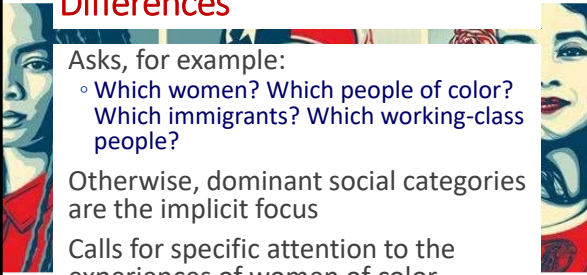
Intersectionality applies to all of us

- We all experience a combination of privilege and oppression



Intersectionality: The Basics

1. Recognizes within-group differences
2. Sees stratifying institutions as inseparable
3. Explicitly references power
4. Acknowledges complexity
5. Tied to social justice



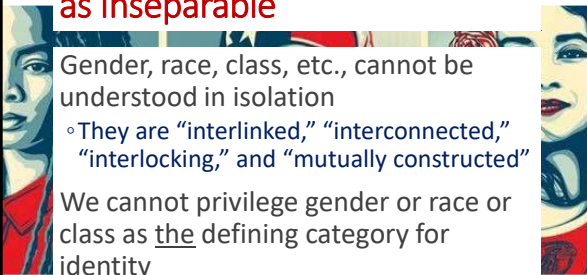
1. Recognizes Within-Group Differences

Asks, for example:

- Which women? Which people of color? Which immigrants? Which working-class people?

Otherwise, dominant social categories are the implicit focus

Calls for specific attention to the experiences of women of color



2. Sees Stratifying Institutions as Inseparable

Gender, race, class, etc., cannot be understood in isolation

- They are “interlinked,” “interconnected,” “interlocking,” and “mutually constructed”

We cannot privilege gender or race or class as the defining category for identity

Asking the Other Question (Matsuda 1990:1189)

"The way I try to understand the interconnection of all forms of subordination is through a method I call 'ask the other question.'

When I see something that looks racist, I ask, 'where is the patriarchy in this?' When I see something that looks sexist, I ask, 'Where is the heterosexism in this?' When I see something that looks homophobic, I ask, 'Where are the class interests in this?'"

3. Is an Analysis of Power

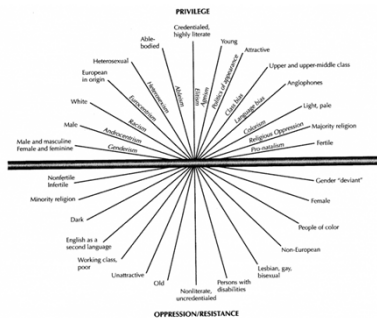
Gender, race, and class combine to form intersecting social hierarchies

Operates on multiple levels

- Individual, inter-subjective, organizational, and representational levels

A person can simultaneously experience both privilege and oppression

Privilege and Oppression



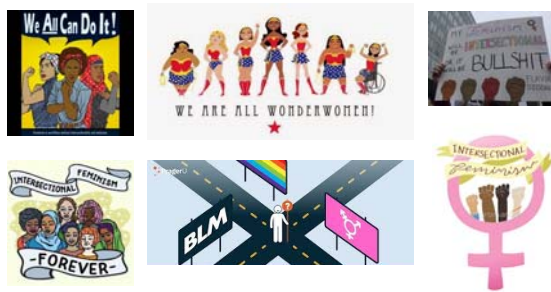
4. Acknowledges Complexity

Black + woman ≠ Black woman

- Double disadvantages and strategic opportunities

Complex and contingent across contexts and time

5. Tied to Feminist and Social Justice Movements



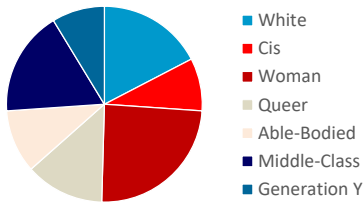


What Intersectionality Isn't

It isn't a list of social identities
◦ Race, gender, sexual orientation, etc.

It is not who people are; it is about how things work

Intersectionality is Not the "Pie Chart" Model of Identity



You are not the sum of the individual aspects of your identity, with each part of your identity functioning differently and separately

Alternative Metaphors

A baking metaphor
◦ We are all cupcakes; once baked, you can't pull the eggs back out

The pizza metaphor

Intersectionality and Pizza
Akilah Obviously (2015)



**Part I: What is Intersectionality?
Questions?**



**Part II:
Intersectionality in the Classroom**



Intersectionality in the Classroom

What does it mean to design curriculum and run your classroom in ways that:

1. Recognize within-group differences
2. See stratifying institutions as inseparable
3. Explicitly reference power
4. Acknowledge complexity
5. Connect to social justice

Beyond Bean Counting

Looking at your syllabi and counting up the authors from different groups:
◦ e.g., women, black scholars, Latino scholars

This is a place to start but it isn't enough...

From Categorical to Intersectional Pedagogies

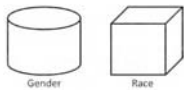


FIGURE 1.1 Categorical Teaching of Race and Gender



FIGURE 1.2 Intersectional Pedagogies: Individual and Structural Levels (see article text)

Intersectional Curricula

Choose ONE key concept that you teach and consider how you:

- Move away from simply recognizing difference and singular identities
- Consider intersections among social identities and social power differences associated with diverse identities
- Infuse diversity throughout the curriculum
 - Not just in a separate section on gender or race

Identities and Social Categories in the Classroom

Who is included in this category?

- Attend to diversity within categories

What role does inequality play?

- Consider hierarchies of power and privilege

Where are the similarities?

- Encourage coalitions and collaboration based on commonalities

Seen and Unseen Identities

What are parts of your identity that...

- are most important to you?
- shape how you see the world?
- affect your lived experience?

Are these parts of your identity identifiable to others on sight?

How do we engage what we cannot see?

Part II: Intersectionality in the Classroom
Questions?





Intersectionality

Crenshaw (1991)

Intersectionality and domestic violence

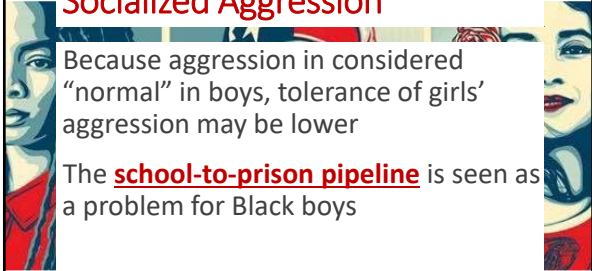
- Structural intersectionality
- Political intersectionality
- Representational intersectionality

Example: Gender, Race, and Socialized Aggression



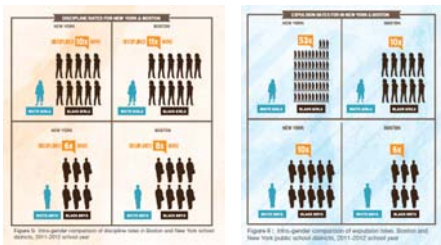
'Girls' are socialized to be soft, sweet, and submissive
 Yet, parents may socialize Black girls to be more aggressive (Blake et al. 2010)
 ◦ Seen as a way of building self-esteem and self-confidence

Example: Gender, Race, and Socialized Aggression



Because aggression is considered "normal" in boys, tolerance of girls' aggression may be lower
 The **school-to-prison pipeline** is seen as a problem for Black boys

Example: Gender, Race, and Socialized Aggression



#BlackGirlsMatter
