

INTERSECTIONAL ACTIVISMS

FALL 2016, WST 6935 (16A3)
Period 6 - 8 (12:50 PM - 3:50 PM), Ustler 108

Kendal L. Broad, Ph.D.
(352) 273-0389, klbroad@ufl.edu,
Office: USTLER 301

Office Hours:
(email) Mondays, 11:30-12:30pm
(office) Weds, 11:30-1:30pm

“Given the concept’s origins in Black women’s social theory and activism, intersectionality has taken form not only as an analysis of the multiplicative nature of oppression, but also as a political intervention that deconstructs social relations and promotes more just alternatives. In this way, from its inception, intersectionality has been a political strategy as much as it has been a theoretical lens.” (Luft and Ward, 2008: 4)

“In what ways, if any, is intersectionality a useful concept in explaining current patterns of social injustice and in pointing the way forward toward social justice? Is intersectionality destined to be an ever-more-elegant social theory that explains oppression?...Time will tell.” (Collins, 2012: 22)¹

COURSE DESCRIPTION: Early intersectional work arose from, and was grounded in, activism, especially activism by women of color (Combahee River Collective, 1981; Johnson 1983; Mann 2012, 2013). Yet, as some have recently outlined, the field of intersectional studies has developed in ways that mask that origin and neutralize the potential of intersectional activism (Collins 2012, 2015). This course is centered on the understanding that intersectionality is a political intervention as much as a theoretical lens (Luft and Ward, 2008). Accordingly, the seminar will begin with an overview of intersectional theory and early examples of intersectional perspectives in order to consider its early articulations as a political intervention. In the rest of the seminar, we will focus on observing how intersectional activism has been, and is being, done. We will use two lenses to do so: 1) direct active listening (reading, watching, observing) of intersectional campaigns, activist movements, and organizations working today and 2) feminist research highlighting how intersectional activism(s) and social movement work has been done. We will “listen” to current activists and review research in the spirit of trying to understand what might be core elements that characterize the practice of intersectional activism. We will consider the degree to which political intersectionality is still “discussed in terms of silences, tensions and failures within identity based movements” (Cole, 2008). As well, we will consider work that shows intersectionality as a tactical movement strategy that isn’t uniformly enacted (Stockdill, 2002), as an ideal not met in an era of colorblind racism (Ernst, 2012), as a discursive resource appropriated for legitimacy in the current political climate but not realized in organization and action (Luft and Ward, 2008), (among other issues). In the end, this seminar is not meant to be an overview of intersectional studies today nor a comprehensive portrait of intersectional activism, but a collaborative effort at re-centering activism(s) in intersectionality conversations and considering the contributions for scholarship and political interventions.

¹ Collins, Patricia Hill. 2012. “Looking Back, Moving Ahead: Scholarship in Service to Social Justice,” *Gender & Society*, Vol. 26, No. 1, pp. 14-22.

COURSE OBJECTIVES/GOALS

This course is intended to be a seminar about intersectional activism(s) that aims to provide participants with the following:

- * A review of early interdisciplinary approaches to intersectionality such that participants will become familiar with early intersectional work that highlights its roots in activism and its potential as a political intervention.
- * A review of notable examples of intersectional activism today and key examples of research about intersectional activism such that course participants will be able to identify ways intersectional oppositional resistance is practiced by activists and outline some trends identified as specific to intersectional movements and collective action.
- * In-depth consideration of examples of current activism and 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).
- * Continual analyses in terms of social movements and activism using an intersectional lens such that participants will develop fluency in raising and engaging questions from an intersectional perspective.
- * Opportunity to do direct and secondary research about intersectional activism thereby developing skills and knowledge necessary for conducting research to contribute to intersectional scholarship and activism(s).

GENERAL COURSE INFORMATION

ACADEMIC ETIQUETTE: This course is designed to be a working seminar, where all participants are both students of intersectional activism and engaged critical feminist scholars willing to work collaboratively.

UF ACADEMIC INTEGRITY: This course will subscribe to the University of Florida Honor Code. This honor code states, in part, *“In adopting this honor code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the university community. Students who enroll at the university commit to holding themselves and their peers to the high standard of honor required by the honor code. Any individual who becomes aware of a violation of the honor code is bound by honor to take corrective action. The quality of a University of Florida education is dependent upon community acceptance and enforcement of the honor code. 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. On all work submitted for credit by students at the university, 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 outlined online in the UF Graduate Catalog at: http://gradcatalog.ufl.edu/content.php?catoid=2&navoid=762#Academic_Honesty

CGSWSR 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 all participants are expected to interact with peers “professionally,” meaning with honesty, ethical behavior, cultural sensitivity, teamwork, and effective communication. Additionally, seminar participants will be expected to 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 (e.g., <http://www.wst.ufl.edu/wst/graduate/docs/WST%20CERT%20LOA.pdf>) and informed by the National Women’s Studies Association statement of Personal and Professional Integrity (<http://www.nwsa.org/content.asp?contentid=46>)

ACCOMMODATIONS: Reasonable accommodations are available for students who have a documented disability with the Disability Resource Center, located at 0001 Building 0020-Reid Hall (<http://www.dso.ufl.edu/drc/>; 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.

COURSE ASSIGNMENTS:

Please note, below are only brief descriptions of the expectations for the assignments of the course. Further details will be provided when we meet in person. In general, this seminar is designed to be collaborative. This means that all participants in this seminar will be expected to attend class, read all assigned material, participate in and lead discussions, and complete assigned writing assignments and presentations. Specific assignments are as follows:

<u>Requirement</u>	<u>% of grade</u>	<u>Points possible</u>
10 Reviews (including reflection)	33 %	100 points (10 points each)
Essay	33 %	100 points
Activism Paper	33 %	100 points
-----	-----	-----
Course Grade	100%	300 points

REVIEWS/REFLECTIONS, (33%, 100 points possible, 10 per review/reflection),

Due: Review by noon before class, Reflection by midnight after class:

To facilitate discussion and analysis of course readings, you will be expected to write 10 reviews/reflections over the semester (for every seminar meeting from August 30th – Nov. 8th, except Nov. 1st). Reviews should be written as 1-2 page (one side of paper, single-space) overviews of the readings each day. In general, each review should strive to identify the author(s)’ key points and provide summary and at least one point of critical reflection about the work (especially in relation to other readings and ideas from class). This review is due before we meet each week. At the end of class each week, I will ask you turn in an additional reflection paragraph. In that paragraph, please discuss anything you learned in our class discussion, reflections about the reading and your summary in light of class discussion, and how you think about how the reading contributes to our understanding of the dynamics of intersectional activism (given our discussion). Each review/reflection will be worth 6 points for review and the remaining 4 points will be based on your reflection and collaborative and professional behavior during class participation (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 will be expected to speak about the readings every day that we meet. Everyone in the seminar is expected to co-facilitate discussion. The review/reflection assignments are designed to support collaborative discussion.*

FINAL ESSAY (INTERSECTIONAL ACTIVISM LITERATURE REVIEW),

(33%, 100 points possible), Due: Tuesday, November 22nd by noon: To facilitate complex reflection and evaluation of the field of intersectional studies today, especially in terms of intersectional activism, each participant in the seminar will be expected to write a 8 page (double-spaced) essay (and discuss them in class), 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 3-5 readings from the current intersectional activism reading list co-constructed by the class over the semester. 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.

FINAL PAPER (INTERSECTIONAL ACTIVISM EXAMPLE), (33%, 100 points

possible), Due: Tuesday, December 6th 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, each participant in the seminar will be expected to write a 10-15 page (double-spaced) paper about a particular example of current intersectional activism. Throughout the semester you will work in small groups to actively research an example of intersectional activism and facilitate discussion about it in class. At the end of the semester, you will use the resources you accumulate to write an independent paper about this form of intersectional activism. You will be expected to summarize what you have learned by listening to activists and observing their work all semester including the following: a description of their work, an outline about how the activism is intersectional or not (using concepts from our readings and identifying any new relevant concepts), and a discussion about what further research you think needs to be done to better understand the intersectional dynamics of this form of activism. You will present ideas from your paper in a presentation with your small research group in class the last day of class. Further details will be provided in class.

REQUIRED READING

DeTurk, Sara. 2014. *Activism, Alliance Building, and the Esperanza Peace and Justice Center*. Lexington Books.

Ernst, Rose, 2012. *The Price of Progressive Politics: The Welfare Rights Movement in an Era of Colorblind Racism*. NYU Press.

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

Springer, Kimberly. 2005. *Living for the Revolution: Black Feminist Organizations, 1968-1980*. Durham: Duke University Press.

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

And various articles listed in weekly schedule below (available as full text pdfs in the class Elearning account).

COURSE SCHEDULE

TUESDAY, AUGUST 23rd

INTRODUCTION TO COURSE/ INTERSECTIONALITY

Syllabus

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

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

Recommended:

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

TUESDAY, AUGUST 30th

CLASSICS - INTERSECTIONAL ACTIVISMS

Combahee River Collective "A Black Feminist Statement" In *This Bridge Called my Back: Writings by Radical Women of Color*, Fourth Edition. SUNY Press. Pp. 210-218.

Bernice Johnson Reagon, "Coalition Politics: Turning the Century" In *Home Girls: A Black Feminist Anthology*, edited by Barbara Smith. Published 1983 by Kitchen Table Women of Color Press. Pp. 356-368.

Collins, Patricia Hill, 2013 "Toward a New Vision: Race, Class, and Gender as Categories of Analysis and Connection," In *On Intellectual Activism*. Philadelphia: Temple University Press. Pp. 214-229.

Collins, Patricia Hill, 2013 "Where Do We Go from Here?" In *On Intellectual Activism*. Philadelphia: Temple University Press. Pp. 230-243.

Crenshaw, Kimberlé, 1991 "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color," *Stanford Law Review*, 43, 6: 1241-1299.

Recommended:

Collins, Patricia Hill. 1990. *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*. Publisher: Routledge.

Crenshaw, Kimberlé, 1989. "Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics," *University of Chicago Legal Forum* 139-67 (1989).

TUESDAY, SEPTEMBER 6th

INTERSECTIONAL ACTIVISM TODAY

Blacklivesmatter.com – read material on following links:

- Who We Are (About Us, Our Herstory, Principles)
- What We Believe (click on all)
- How You can Help (Find a Chapter, Principles, Find an Event)

Khaleeli, Homa. 2016. #SayHerName: why Kimberlé Crenshaw is fighting for forgotten women , *The Guardian*, May 30, 2016 (<https://www.theguardian.com/lifeandstyle/2016/may/30/sayhername-why-kimberle-crenshaw-is-fighting-for-forgotten-women>)

Solomon, Akiba. 2016. “The Unseen: I assumed it was Racism – It was Patriarchy.” *Yes!* Summer, pgs. 22-24.

Cohen, Cathy and Sarah J. Jackson, 2016. Ask A Feminist: A Conversation with Cathy Cohen on Black Lives Matter, Feminism, and Contemporary Activism, *Signs: Journal of Women in Culture and Society*, vol. 41, no. 4. <http://signsjournal.org/ask-a-feminist-cohen-jackson/>

Kunreuther, Frances and Sean Thomas-Breitfeld, 2015. “The New Now: Working Together For Social Change Report,” by Building Movement Project. (http://www.buildingmovement.org/pdf/The_New_Now_Report.pdf)

TBD (by you)

TUESDAY, SEPTEMBER 13th

POLITICAL INTERSECTIONS – MULTIPLE MOVEMENTS

Roth, Benita. 2004. *Separate Roads to Feminism: Black, Chicana, and White Feminist Movements in America’s Second Wave*. Cambridge: Cambridge University Press.

TUESDAY, SEPTEMBER 20th

POLITICAL INTERSECTIONS - INTERSTITIAL POLITICS

Springer, Kimberly. 2005. *Living for the Revolution: Black Feminist Organizations, 1968-1980*. Durham: Duke University Press.

TUESDAY, SEPTEMBER 27th

CURRENT ACTIVISM

TBA (by you)

TUESDAY, OCTOBER 4th

MORE INTERSECTIONAL ACTIVIST EXAMPLES

Cole, 2008, Coalitions as a Model for Intersectionality: From Practice to Theory,” *Sex Roles*, 59:443–453.

Carastathis, 2013. “Identity Categories as Potential Coalitions” *Signs: Journal of Women in Culture & Society*. Summer, Vol. 38 Issue 4, p941-961.

Chun, Jennifer Hihye, Lipsitz, George, Young, Shin, 2013. “Intersectionality as a Social Movement Strategy: Asian Immigrant Women Advocates.” *Signs: Journal of Women in Culture & Society*. Summer, Vol. 38 Issue 4, p917-940.

TUESDAY, OCTOBER 11th	ACTIVISM AT THE INTERSECTIONS Stockdill, Brett C. 2002. <i>Activism Against AIDS: At the Intersections of Sexuality, Race, Gender and Class</i> . Lynne Rienner Publications.
TUESDAY, OCTOBER 18th	CURRENT ACTIVISM TBA (by you)
TUESDAY, OCTOBER 25th	HISTORICAL CONTEXT Ernst, Rose, 2012. <i>The Price of Progressive Politics: The Welfare Rights Movement in an Era of Colorblind Racism</i> . NYU Press.
MONDAY, OCTOBER 31st	INTERSECTIONAL RESEARCHER VISIT 2:45-3:45pm, Attend Dr. Grzanka grad seminar
TUESDAY, NOVEMBER 1st	INTERSECTIONAL RESEARCHER VISIT 1-2pm, GUEST - Dr. Tanya Saunders will discuss her 2015 book, <i>Cuban Underground Hip Hop: Black Thoughts, Black Revolution and Black Modernity</i> , The University of Texas Press.
TUESDAY, NOVEMBER 8th	ART AND STORYTELLING & INTERSECTIONAL ACTIVISM DeTurk, Sara. 2014. <i>Activism, Alliance Building, and the Esperanza Peace and Justice Center</i> . Lexington Books.
TUESDAY, NOVEMBER 15th	CURRENT ACTIVISM TBA (by you)
TUESDAY, NOVEMBER 22nd	WORK DAY. NO CLASS – MEET WITH KENDAL <i>DUE: Final Essay</i>
TUESDAY, NOVEMBER 29th	INTERSECTIONS OUT OF REACH & REFLECTIONS ON THE FIELD Luft, Rachel and Jane Ward, 2008. “Toward an Intersectionality Just Out of Reach: Confronting Challenges to Intersectional Practice,” <i>Advances in Gender Research</i> , Vol. 13 (Intersectionality). Collins, Patricia Hill, 2015. “Intersectionality's Definitional Dilemmas,” <i>Annual Review of Sociology</i> Vol. 41: 1-20. Broad, K.L. 201?. “Social Movement Intersectionality & Re-Centering Intersectional Activism,” Special Issue of <i>Atlantis: Critical Studies in Gender, Culture & Social Justice</i> (“What is Intersectional about Intersectionality Now?”, in press.
TUESDAY, DECEMBER 6th	INTERSECTIONAL ACTIVISMS PAPER PRESENTATIONS <i>DUE: Final Activism Paper</i>

***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*

GRADE INFORMATION
INTERSECTIONAL ACTIVISMS
 FALL 2016, WST 6935 (16A3)

<u>Grade</u>	<u>%</u>	
A	95 - 100 %	Please note: While this grading scale can be used to help you calculate your grade, you should be aware that in order to maintain good standing you must maintain a 3.0 GPA in graduate classes. In general, if you receive only B's or below, you need to meet with me to discuss how to bring your work up to graduate level expectations.
A-	90 - 94%	
B+	87 - 89%	
B	84 - 86%	
B-	80 - 83%	
C+	77 - 79 %	
C	74 - 76 %	
C-	70 - 73%	
D+	67 - 69 %	
D	64 - 66%	
D-	60 - 63 %	
E	below 60 %	

REVIEW/REFLECTIONS (100 points) _____

FINAL ESSAY (100 points) _____

FINAL ACTIVISM PAPER (100 points) _____

TOTAL = _____

$\frac{\text{TOTAL}}{\text{TOTAL POSSIBLE}}$	$\frac{\quad}{300}$	$=$	$\frac{\quad}{\quad} \%$
--	---------------------	-----	--------------------------