

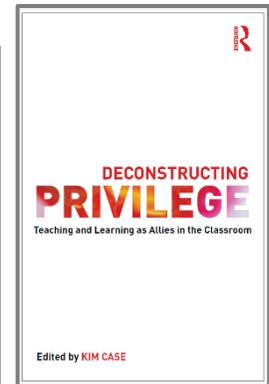
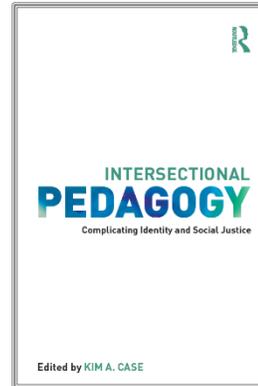


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For more information on intersectional pedagogy, see my books to the right (Case, 2013, 2017).

The resource below is connected to chapter 5 & 7 of *Intersectional Pedagogy* which provide details about using this project. See also:

Case, K. (2015). White practitioners in therapeutic ally-ance: An intersectional privilege awareness training model. *Women and Therapy*, 38, 263-278.



Intersectionality Project:

Modified for Teaching Undergraduate Psychology of Women

Learning Objectives-

- to create a product that helps raise awareness of intersectionality and can be used to teach about intersectionality.
- to promote student understanding of multiple social identities, intersectionality theory and the complexity of group membership and identities, and the matrix of oppression;
- to provide experiential student learning opportunities for direct and applied social action with regard to intersecting identities;
- to develop students' prosocial behavior and strengthen their public education skills for building community awareness of social inequalities.

Background: Connecting Intersectional Theory to Social Identity

In 1989, Crenshaw introduced the term “intersectionality” to explain that complex identities (based on race, gender, sexuality, class, age, etc.) contrast with categorical generalizations about social groups. Patricia Hill Collins’ (1990) “matrix of domination” also provides a conceptual structure to aid current understanding of the various social locations that result from complex identities in both privileged and oppressed groups. The intersectional approach provides instructors and students with a sophisticated critical framework for examining the complexity of identity. How can psychology develop a deeper understand of intersecting identities among our students?

The “Intersectionality Project” allows students to utilize their newfound knowledge of intersections of identity and intersectional theory for public education. Public education could be achieved by creating

brochures, websites, videos, blogs, and more. The assignment provides avenues for students to learn through application of intersectionality to personal social identities and lived experiences while sharing knowledge with peers and the wider community.

Description: The Intersectionality Project

Step 1: Identify a Topic- In order for you to effectively educate others, you first need to understand intersectional theory and its application to real world social identities. Once you understood the intricacies of the theory, you will choose an intersectionality topic as the focus of the project. Your topic **MUST** be approved by Dr. Case before you begin working on the project. *The main goal is to create something that helps raise awareness of intersectionality and can be used to teach about it.*

Step 2: Select Target Audience- With a topic chosen, you will investigate options with regard to appropriate target audiences. Will the project be for a completely general audience or college students in the classroom? All target audiences should be adults.

Step 3: Create the Education Project- You will design and create your project as an individual (not as a group) for educating others about intersectional theory and its applications. For example, you might create videos, documentaries, games, cartoons, class activities, interactive exercises, new intersectional privilege list, teaching modules, websites, handouts, etc. You will then conduct public education making your videos, games, handouts, etc. available to the target community audiences. This means any online presence such as a website or video should be completely accessible and “live.” All projects will be in final form and ready to present to a general audience or group of students (if creating a class exercise).

- Teaching module idea- see the following website for an example. If you choose this option, you would be designing an entire completed module. See the “Slutwalk” module for understanding of what a full module would look like. <https://intersectionality.lsa.umich.edu/>
- Intersectional privilege list- If you choose this option, you will need to choose an intersection that does not yet have a privilege list. Example:
<https://humanities.asu.edu/black-male-privileges-checklist>
- Create a video-
 - Video explaining intersectionality with pizza:
<https://www.youtube.com/watch?v=FgK3NFvGp58>
 - Note this example is about privilege, but could be inspiration for your own idea of a video that teaches about intersectionality:
<https://www.youtube.com/watch?v=2KlvmuxzYE>
- Cartoon example:
<https://miriamdobson.wordpress.com/2013/04/24/intersectionality-a-fun-guide/>
- See website for more information and links to projects:
<https://sites.google.com/site/drkimcase/intersections-project>

Step 4: Student Reflection- After completing the project, you will write a reflection paper (5-7 pages) connecting the project to course readings, theory, concepts, videos, essays (anything within the course modules). The reflection will include sections addressing: choosing your topic and the target audience, the rationale and logic for the design of your project, explanation of how this will contribute to public education about intersectional theory, how your project could be used by others to raise awareness of intersectionality, and what you learned.

Previous Student Projects and Reflections

In previous courses, the project required students to create an avenue for public education with regard to intersectional theory or some particular aspect of intersectional identities. This assignment allowed them to develop their own unique vision for the project, improve their planning and organizing skills, and create their own map for arriving at the final project destination. Student evaluations of the project indicated their learning would last well beyond the course. One student shared that the project helped her realize “we can change things one person at a time.” Another recognized the value of the real world application of theory and proclaimed that “applied knowledge is key!”

Student Voices: Two Students Discuss Their Projects

“As an aspiring college professor, I (Angela) wanted to create something for my own future classroom. The handout included several board game-themed (e.g., Monopoly, Risk) pictures and interactive games such as a crossword puzzle to emphasize the multidimensionality of the matrix of domination. I offered my handout to sociology, women’s studies, and education faculty to share with their students. I provided copies and asked them to post the handout online for their classes. Several instructors on our campus took the offer and used the handout in their courses. It was really intimidating to put my project out there...It was extremely exciting and motivating! I will never forget the lesson I learned not to be afraid to exhibit my work, and I will always remember feeling that I can help make a difference in education. What a lesson in self-efficacy this class brought to my life!”

“I (Shaprie) chose to create a video on the intersection of race, class, and the educational system. I distributed the video via email to many of the education faculty on campus with a brief note describing my class project and its potential relevance for their students. To reach a broader audience, I also posted the video to Facebook and wrote a blog to discuss the topic, inviting others to post personal stories involving race, class, and education. I found it to be quite rewarding compared to traditional final projects that require students to simply stand in the front of the class and present on something the class has talked about all semester.”

Additional Student Projects:

- One male student created and provided workshops on masculinity, homophobia, and human trafficking to juvenile detention officers.
- Another contacted a non-profit immigrant advocacy group in New York City and developed brochures for distribution to migrant domestic workers to inform them of their legal rights. His resulting brochures had already reached over 1,000 workers by the end of the semester.
- Projects also included:
 - a documentary emphasizing how Asian women and men are portrayed in popular films,
 - a board game designed to teach players about oppression, privilege, and intersectionality,
 - a website about income, race, neighborhood geography, and access to nutritional food.

- A student also created a video about forms of privilege and made it available via social networking and facilitated discussion.
- One student created an art project to explain how social identity affects opportunities and barriers. On display with a poster explaining the concept and art paper requesting comments, the piece inspired a conversation about oppression, privilege, and social change.

Students expressed their enthusiasm as the community audiences responded with interest and curiosity to their specific projects. Overall, the assignment helped students accomplish the goals of understanding intersectionality theoretically and in applied practice. Students committed to creating change and became fully engaged in designing projects with maximum impact through public education. The assignment's connection to raising awareness beyond the classroom walls brought intersectionality to life for a meaningful opportunity for learning. For those that chose to provide workshops and create brochures for outside organizations, this project also incorporated service learning (not required for this course). Some students expressed that they planned to continue their public education and outreach that developed from their projects long after the course end. The intersectional framework calls for applying theory to practice for social action, and student projects that educated the public achieved that goal. While taking the role of educator for these projects, students gained deeper understanding of the complexities of social categories and identities and challenged assumptions that overgeneralize and stereotype entire groups.

References

Collins, P. H. (1990). *Black feminist thought: Knowledge, consciousness, and the politics of empowerment*. New York: Routledge.

Crenshaw, K. (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*, 1989, 139-167.