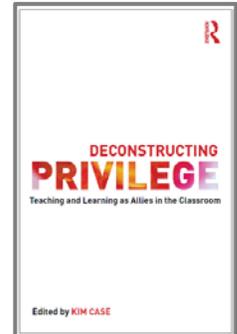
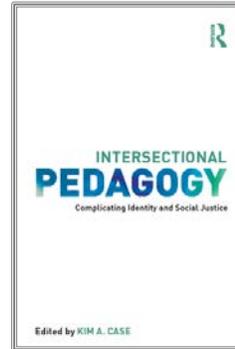




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For more information on intersectional pedagogy, see my books to the right (Case, 2013, 2017).

The resource below is connected to chapter 5 of *Intersectional Pedagogy* which provides details about the infusion of intersectional theory into my “Psychology of Women” course.



Peer-reviewed Journal Articles Reading Guides: Teaching Intersectional Psychology of Women

Journal Articles Reading Guides

I am providing this reading guide only as a guide. You will want to read each article closely and take notes. However, the questions and suggested themes below are some of the major points of the articles to pay attention to in your reading and in taking notes.

Suggested approach for reading the articles:

- read this list first
- read the article and take notes as you go
- come back to this list
- make sure you understand the points in this list from your reading
- go back to the article if needed to get more information about these items
- remember: re-reading an article or some sections of an article is very common and often necessary to get the information

MODULE 1

Anderson Kenner Elsayegh 2009:

- FYI- Nisreen Elsayegh is a graduate of the UHCL Psychology Master’s program. She was an undergraduate at UHD and worked with Dr. Anderson on this research there.
- What stereotypes was this study designed to test?

- What are ambivalent, hostile, and benevolent sexism? How are they related?
- Ambivalence toward men, hostility and benevolence toward men? How are they related?
- Role of ethnicity in identifying as feminist
- Who were the participants? (sex, race, identify as feminist)
- What were the main study findings? How does this relate to the stereotypes being tested?

Cole 2009:

- FYI- Dr. Cole is one of my closest friends. She has a cute dog named Nellie, just bought a new house, and is now Associate Dean of Undergraduate Studies at the University of Michigan. I told her we were reading her extremely influential article. She was very flattered and happy to hear it! This article was a major piece of writing in psychology that is used and cited widely to help psychology as a field improve on our use of intersectional theory in an applied way.
- Whose concerns and what concerns brought about the birth of the concept of intersectionality?
- What did Crenshaw critique in law and legal studies?
- What are the 3 major questions Cole recommends?
- For **each** of the 3 questions-
 - What is the purpose of this question?
 - Provide an example of bias in research this question aims to address?
 - How does the question help improve research?
 - What are the benefits of this question? How will psychological science get better?

MODULE 2

Sengupta 2006-

- What is meant by the heading “prescribing femininity”?
- How are women of color portrayed in magazines according to previous literature cited by Sengupta?
- Content analysis- how does this work?
- What % of ads had women of color as models?
- What did they find in terms of race of women in the ads and type of products being sold?
- Which women had the most major roles in the ads?
- How did the magazines support a white beauty ideal?

Conley & Ramsey 2011-

- What previous documentary inspired this research?
- Describe the method used to collect data.
- Why did researchers chose magazines with highest circulation to include in the study?
- What 3 types of magazines were coded?
- How many coders were used? Why use more than one coder?
- What did the researchers find in terms of how women were being portrayed?
- How were the fashion and home magazines different in terms of portrayals of women?
- How did the men’s magazines portray women that was different from the women’s magazines?

MODULE 3

Levitt & Ippolito, 2014:

- Make sure you know the differences between: sex, gender, transgender, sexual orientation.
- Why did researchers tell you about their own social identities?
- What was the central question asked by the researchers?
- What is grounded theory? What are the goals of grounded theory analysis?
- What 3 credibility checks were used and why are they important?
- What were the 3 main categories of findings? Write a brief summary of each.
- Core category- the struggle to develop color vision in a monochromatic world. What does this mean?

Case & Meier, 2014:

- Hey- the Kim Case author of this article is me, your professor!!
- Goal of article? Target audience?
- Summarize experiences of TG youth as described in article.
- What does the phrase “ally development” mean in this article?
- What is the goal of using scenarios to train K-12 educators and counselors? How might this help TG children?
- How can Table 1 be used to help K-12 educators and counselors?

Livingston et al., 2012:

- What are the contradictory cultural messages the authors refer to in the article?
 - What were the goals of this study?
 - Focus group interviews- What is this method and how is it different from an interview?
 - What are some of the key questions the researchers asked the girls?
 - What did they find in terms of the girls’ beliefs about alcohol and sexual activity?
 - How did the girls view sexual assault when the woman assaulted had been drinking?
-

MODULE 4

Hebl et al., 2014

- What does self-objectification theory tell us?
- In previous literature, what were the gender & ethnicity differences in terms of obesity stigma?
- How was self-objectification measured?
- What else was measured in this study?
- Name the experimental and control groups- how were they different?
- What task did each participant complete after putting on the item of clothing?
- What were the main findings of this study?

Abrams et al., 2014

- Describe the “strong black woman” stereotype (SBW) and construct the authors are exploring in this study.
 - Results of focus group scheme exploration:
 - What were the 4 main themes they found from the focus group discussions?
 - Also include any sub-categories
 - What are the harmful as well as beneficial aspects of these themes?
 - What did the researchers recommend in terms of future research?
 - What did the researchers recommend for mental health professionals?
-

MODULE 5

Erich, Kanenberg, Case, Allen, & Bogdanos, 2009

- What were the findings from previous literature in terms of children raised in same-sex parent families?
- What were the main comparison groups included in this study?
- What variables were tested and why?
- What were the major findings?
- What major themes emerged about views of pregnancy?

Reed, Miller, & Timm, 2009

- Who is the target group the researchers studies and why did they choose that group?
- What are some of the theories that attempt to explain why the studied group might value pregnancy?
- How many participants were part of this study and what were the methods for data collection?
- How does this research study and the results from participants connect with intersectional theory?

Shapiro, Rios, & Stewart, 2010

- How are the multidimensional, fluid, alternative approaches different than stage models of identity development?
 - What source provided the interview data used in this analysis? [hint- you see them in every single module in the course]
 - Who were the participants in this study? Include details about social location.
 - Results: Describe the 4 themes within the category of “socializing structures and experiences.” Explain how the 4 themes relate to sexual identity development.
 - Results: Describe the 4 types of individual decisions and actions within the category of “individual decisions and actions.” Explain how the 4 types relate to sexual identity development.
 - Explain how the results illustrate intersectional theory.
-

MODULE 6

Leskinen & Cortina, 2013

- When was sexual harassment made illegal in the U.S.?
- What scale did the researchers/authors create?

- What dimensions does the scale cover?
- What do the following terms imply: sexual harassment, sex-based harassment, gender harassment? Why did the authors choose to avoid the term sexual harassment?
- What happened to Ann Hopkins when she sought to become a full partner at her law firm?
- In looking at the specific items on the scale (see Table 2), why do you think these items would be necessary to use in a scale of this sort?

Cuddy et al., 2014

- How are working dads and working moms viewed differently?
- What is the mommy track?
- What are the dimensions of the stereotype content model?
- How do people view various groups within the dimensions of the model?
- What social identities are considered part of the ingroup that is favored as warm and competent?
- What are the subtypes of women and how are they viewed?
- How are working mothers viewed compared to non-working mothers?
- Explain the main profile that was provided to participants? How was this profile different for some participants versus others?
- What were the main findings?

Brown & Leaper, 2010

- What does the literature tell us about perceptions of bias and academic self-concepts?
 - Describe the research participants within this study?
 - What were the main findings?
 - What did the authors suggest in terms of future research?
-

MODULE 7

Villanueva & Buriel, 2010

- What are language brokers?
- What is familism and how is it related to language brokering?
- How do age, gender, and family size interact with family context to affect language brokering?
- What method was used for this study?
- Who were the participants?
- What were the 4 main themes from the results? How does each theme connect with language brokering?

Emslie & Hunt, 2009

- What was the targeted population for the study (who was being studied)? Why study this group?
- In what ways has gender been ignored by previous work-life research?
- What are the central aims of this study?
- What methods were used?
- Who were the participants in terms of social locations?
- What did the qualitative findings tell us?

- How do the quotes from participants illustrate views of work-life balance?
- How does socioeconomic position relate to work-life balance?

Eastwick et al., 2006

- What main hypothesis is being tested by the researchers?
 - Who were the participants and describe their demographics?
 - What instruments were used to collect the data?
 - What were the main findings?
-

MODULE 8

Foster & Sandel, 2010

- What are the 3 main goals for this article?
- What are some of the stereotypes about women with disabilities?
- Describe the abuse that women with disabilities might deal with as well as rates of abuse.
- What did the authors say about defining disability and broadening the concept?
- What did the authors say in terms of intersectionality in connection with this population?
- How are empowerment and agency related to this population?

Matamonasa-Bennett, 2014

- What are some of the challenges of studying IPV within tribal communities?
- What is meant by “societal violence”?
- How are colonization and IPV linked? And alcohol?
- Main goal of conducting this study?
- Name the 3 research phases used by the researcher.
- Who were the participants and what was their previous experience with IPV?
- What were the 3 main thematic categories from the interviews? Describe each.
- What practive implications did the author provide?

Exposito, Herrera, & Moya, 2010

- What is the main objective of this study?
 - Describe the method used to collect data? What did the vignette present to participants?
 - What did the findings tell us about ambivalent sexism and its components in relation to this study?
-