

#myintersections

By Kim Case, Ph.D.

Sample Teaching Resources

Suggested readings, essays, and videos in this section were pulled from:

Case, K. A., & Rios, D. (2017). Infusing intersectionality: Complicating the Psychology of Women course. In K. A. Case (Ed.), *Intersectional pedagogy: Complicating identity and social justice* (pp 82-109). New York, NY: Routledge.

Readings and Discussion Questions

- Cole, E. R. (2009). Intersectionality and research in psychology. *American Psychologist*, 64(3), 170-180.
 - 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 raised by Cole-
 - 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?

- Sengupta, R. (2006). Reading representations of Black, East Asian, and White women in magazines for adolescent girls. *Sex Roles*, 54, 799-808.
 - How does intersectional theory help us understand the research findings?
 - What is meant by the heading “prescribing femininity”?
 - How are women of color portrayed in magazines according to previous literature cited by Sengupta?
 - 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?

- Villanueva, C. M., & Buriel, R. (2010). Speaking on behalf of others: A qualitative study of the perceptions and feelings of adolescent Latina language brokers. *Journal of Social Issues*, 66(1), 197-210.
 - How does intersectional theory help us understand the research findings?
 - 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?

Essays & Videos to Illustrate Intersectionality

- On intersectionality in Feminism and pizza (Smoothiefreak, 2015):
 - <https://www.youtube.com/watch?v=FgK3NFvGp58>
- My feminism is Black, intersectional, and womanist (McCray, 2015):
 - <http://everydayfeminism.com/2015/05/black-womanist-feminism/>
- Kerry Washington's GLAAD Award speech (2015):
 - https://www.youtube.com/watch?v=ruv8As-_CMg
- Study shows challenges for Latina and Black women scientists (Desmond-Harris, 2015):
 - <https://www.washingtonpost.com/news/local/wp/2015/02/06/black-and-latina-women-scientists-sometimes-mistaken-for-janitors/>

Sample Activity for Learning about Intersectional Theory

After a foundational reading on intersectional theory and perhaps a suggested video or essay/blog from above, the following grab bag activity may be used to help students explore the concept. This could be done with a focus on the theory and its application to any and all interactions or with a directed focus on the intersections connected to the Pulse tragedy in Orlando (e.g., race, sexuality, religion, etc.). The Grab Bag Activity is covered in Case, Miller, & Jackson (2014) as well as the Case & Lewis chapter within Intersectional Pedagogy (Case, 2017).

Grab Bag Activity-

Before class, gather random items from home and office. Place them in a bag so that students will not see the items from the outside (not a clear bag). To be clear, this should be done after some introduction to intersectional theory (readings, video, class discussion). Students participate in the “grab bag” activity by reaching into a deep bag and pulling out one item. Students are instructed to grab an individual object from the bag before being given any additional information on what the activity will entail. After each student chooses an object, give them 5 minutes to make a connection between the item and intersectionality theory or the assigned readings and videos that addressed intersectionality. It also helps to give them another 5-7 minutes to pair up with another student to get some ideas and refine their connection to intersectional theory before sharing with the full group.

In the past, when I (Kim Case) used this activity, the student that pulled a key out of the bag used it to discuss the access granted to those with privileged social identities that unlock doors to new opportunities. The cassette tape became a metaphor for recording

history from the perspective of the group in power and connecting the tape to the reading, "A Different Mirror" (Takaki, 2010). The ball of rubber bands transformed into a visual representation of the matrix of oppression with each band serving as a specific identity either centralized (center of the ball) or marginalized (outer edges of the ball) by systematic oppression. The grab bag exercise positioned each student to think critically about intersectionality, concepts, and readings in ways that would enhance learning for the broader community of learners in the course. Out of this grab bag discussion, the metaphor of intersecting roadways emerged. A single student discussed his vision of intersectionality as a major highway intersection with 6 roads coming together at once. Several more students chimed in with ideas for expanding this metaphor, such as green lights for the privileged while marginalized groups navigated roadblocks, police barricades, and red lights. This synergistic moment in the classroom produced a new framework for student understanding of intersectionality that students consistently returned to throughout the rest of the term.

Intersectional Pedagogy Readings

Great review for those new to intersectional theory:

- Cole, E. R. (2009). Intersectionality and research in psychology. *American Psychologist*, 64(3), 170-180. doi:10.1037/a0014564
- Dill, B. T., & Zambrana, R. E. (2009). Critical thinking about inequality: An emerging lens. In B. T. Dill & R. E. Zambrana (Eds.), *Emerging intersections: Race, class, and gender in theory, policy, and practice* (pp. 1-21). New Brunswick: Rutgers.

On Teaching and Learning:

- Case, K. A. (2015). White practitioners in therapeutic ally-ance: An intersectional privilege awareness training model. *Women and Therapy*, 38, 263-278.
- Case, K. (Ed.). (2013). *Deconstructing privilege: Teaching and learning as allies in the classroom*. New York, NY: Routledge.
- Case, K. A. (2017). Intersectional pedagogy: Complicating identity and social justice. New York, NY: Routledge.
- Case, K., Miller, A., & Jackson, S.B. (2012). "We talk about race too much in this class!" Complicating the essentialized woman through intersectional pedagogy. In S. Pliner & C. Banks (Eds.), *Teaching, learning, and intersecting identities in higher education* (pp. 32-48). New York, NY: Peter Lang.
- Ferber, A. L., & Herrera, A. O. (2013). Teaching privilege through an intersectional lens. In K. A. Case (Ed.), *Deconstructing privilege: Teaching and learning as allies in the classroom* (pp. 83-101). New York, NY: Routledge.
- Pliner, S. M., & Banks, C. A. (Eds.). (2012). *Teaching, learning and intersecting identities in higher education* (1st ed.). New York, NY: Peter Lang.

