



AUBURN UNIVERSITY

- 1. Course Number:** HIED 7970
Instructor: Antonio Duran, Ph.D.
Course Title: Special Topics: Intersectionality in Higher Education
Class Date/Time: Tues. and Thurs. Beginning June 29th, 11:00am-2:50pm CST
Class Location: Online: <https://auburn.zoom.us/j/91682447156>

Office: Haley Center 4061
Cell Phone: (602) 626-0777
Office Hours: Anytime by appointment; Sign up for a meeting with me at: <https://antonio-duran.youcanbook.me/>
E-mail: antonio.duran@auburn.edu
- 2. Catalog Overview:** Examines the relevance of intersectionality to the study of higher education. Engages its application to research, practice, and policy.
Credit Hours: 3 semester hours
Pre-/Co-requisites: Graduate student status
- 3. Required Texts:** None; I will distribute required readings via Canvas.
- 4. Course Description:**

As a term, analytical framework, and as an area of study, intersectional theorizing continues to grow in popularity across academic disciplines. Coined by Black feminist legal scholar, Kimberlé Crenshaw (1989, 1991), intersectionality has been critical in forwarding a focus on intersecting systems of power and oppression in numerous fields. Given its appeal as a framework that can interrogate issues of inequity in several ways, scholars have named intersectionality as a “traveling theory” (Said, 1983). And yet, due to its travels, theorists have also called attention the ways that academics have co-opted and misused intersectionality. In particular, individuals have warned against its status as a “buzzword” (Davis, 2008) with people invoking the language of intersectionality without understanding the true potential of the term. This worry has led to what Jennifer Nash (2017, 2019) described as the “intersectionality wars” with theorists debating what intersectionality *is* and what it can *do*. Of note, “the intersectionality wars” has also manifested in higher education and student affairs.

This course enters into the intersectionality wars as we will explore what this framework means in postsecondary policy, practice, and research. As a class, we will engage texts from outside of

the field of higher education in order to acquire a sense of the intersectional landscape. We will investigate intersectionality's genealogy, recognizing the histories of intersectional-like thought as it relates to the activism of Black women and Women of Color. We will also tackle how individuals have stretched the use, meaning, and analytical power of intersectionality. Finally, we will question what this larger context means for the study of higher education and student affairs. Namely, we will conceptualize how policymakers, practitioners, and researchers can apply intersectionality in order to achieve the aims of social change and justice.

5. Course Objectives:

In this course, students will be able...

1. Articulate the various herstories that have contributed to the creation of intersectional-like thought
2. Describe the central "contours" (Collins, 2015) of intersectionality as an analytical framework
3. Engage in the debates concerning the use of intersectionality across academic disciplines and in higher education/student affairs specifically
4. Apply intersectional theorizing to the study of higher education, including in research, policy, and practice

6. Course Expectations and Structures

Engagement with Your Classmates & The Instructor

Active engagement and participation are important; however, participation does not mean merely verbal interaction or taking up air time. I recognize that individual participation is influenced by a range of factors, including learning style. Participation, therefore, is not based on the frequency of participation, but the quality. Discussions in class are about learning; not always having the "right" or most profound comment. I encourage each of you to challenge yourself to contribute as fully as possible.

Timeliness

Please arrive on time for all class meetings and/or let me know if there is any reason you will be late. The success of this class necessitates the timely completion of required work. There are a number of assignments in this class. Late work will need to be discussed with me in advance – meaning more than 24 hours prior. Although I am willing to be flexible given the circumstances, work that is late without previous consultation with me will be marked down 5% for every day it is late.

APA Style and Quality of Writing

All written work must be completed using the *Publication Manual of the American Psychological Association* (APA), 7th edition. Quality of writing, including proper documentation, grammar, and congruence with APA-style, will be taken into account in evaluation of your work. Be sure to carefully *proofread* and edit all your work.

Please note that for your papers, you should include a cover page aligning with proper APA formatting, but you will not need to include an abstract unless otherwise noted in assignment descriptions.

Open Communication in Graduate Studies

Graduate studies can be, at times, difficult and overwhelming. If there is anything in your life that is preventing you from being the best scholar-practitioner in this class and beyond, please feel free to reach out to me so that we can discuss. My ultimate goal is to have you learn and engage in this class/the program in ways that are helpful/healthy for you.

7. Assignments:

Please submit all written assignments as Word documents (e.g., .doc, docx) on Canvas by **class time on the day they are due**. If you would like constructive feedback prior to submitting assignments, you must make arrangements with me at least one week prior to the deadline. When submitting assignments, please use the following naming convention: *Last Name, Initial of First Name, and Assignment Title* (e.g., *DuranA—Introduction to Intersectionality Essay*).

Also, note that when page limits are provided, these do not include your cover page or references. Thus, a 3-4 double-spaced page paper would have to be 3-4 double-spaced pages of writing.

Attendance & Participation (15%)

Attendance - Your attendance is *very* important to the functioning of the entire class and your participation is taken into account in the evaluation of your performance in the course. Unexcused absences will be reflected in final grades. If you must be absent from class for reasons of illness or other obligations, please send me an email message in advance of class.

Participation - This is a graduate class and designed for a seminar format which depends upon active student engagement and group discussions. As such, preparation for each class, thorough completion of each week's readings as well as thoughtful reflection on the topics, is critical to your own learning as well as the learning environment of the entire class. Active participation means critically reading all articles and books prior to each class, reflecting on the authors' arguments, thinking about the relationship of the readings to your life and work, generating and asking questions, contributing in small groups/pairs, and being engaged in class discussions. Specifically, as you read, I encourage you to reflect on:

- How does this text contribute to my understanding of intersectionality?
- What is their goal in discussing this framework?
- How does or could this text relate to higher education?

Intersectional Inquiries: Insights from the Readings (15%)

It is my belief that learning will always result in more questions than answers. Throughout the semester, you will be exposed to texts both in and out of higher education that will hopefully challenge how you conceptualize intersectionality. To help ground your learning throughout our summer together, I will ask that you engage in written reflection about the assigned readings. Specifically, I will ask that you write in a discussion post:

- **2 insights** that you gained from the readings
- **2 questions** that you have that stemmed from the readings

Although I will not provide specific feedback on your insights/questions, these will be used to guide our time together in the course. Please use complete sentences and cite appropriately when using direct quotes/referring to the texts.

Note that you will be offered two “skips” throughout the summer. What this means is that even though there are 9 days this assignment applies to, I will only be looking for 7 days of comments. You will not have to notify me in advance. This skip is included to allow you to attend to other things in your life.

Due: Every Class Period Starting on July 2nd

Introduction to Intersectionality: A Reflective Essay (15%)

As intersectionality has gained popularity as a framework across academic disciplines, there is a high likelihood that many of you have heard the term used in the past. After our first week of class, you may find that your thinking about what intersectionality *is* has shifted. Therefore, this reflective paper is your opportunity to take some time to reflect and make sense of your initial engagements with intersectional theorizing in the context of this course.

To help guide your reflections, I have offered some priming questions:

- In what ways had I heard intersectionality used before? Where did I hear this? From who did I hear this from?
- How did I define intersectionality before beginning the course?
- How is my thinking around intersectionality shifting, if at all? What new insights am I starting to gain?
- Why am I interested in intersectionality as a framework? What is my *relationship* to intersectionality?
- What is the necessity of intersectionality for higher education in the current time period?
- What questions do I have about intersectionality moving forward?

This paper should be **3-4 pages double-spaced** in length.

Due: July 7th

Intersectional Issues in Higher Education: A Facilitation (15%)

Intersectionality can be used as a lens to analyze issues of inequity that are brought to the forefront of the higher education landscape on any given day. How are higher education leaders thinking about their response to matters of COVID-19? Issues of financial aid? Financial compensation for their employees? Curriculum design? Creation of resources for minoritized communities? These are but a few spaces where intersectional theorizing can shape how higher education professionals engage in their practice.

For this assignment, I ask that you find an op-ed or another piece of public scholarship that actively engages intersectionality or that you believe needs to be approached from an

intersectional perspective. This will be used to lead an in-class facilitation of the article and topic. Specifically, sites like *The Chronicle of Higher Education*, *Inside Higher Ed*, or *Diverse Education* regularly publish op-eds that deal with matters related to diversity, equity, and inclusion. Try to select an article or piece of public scholarship that deals with the topic that you have selected for your self-guided project.

Once you select this article, you must send it out to your classmates **3 days in advance** so that they have time to read it. You should also upload to Canvas **4-5 guiding questions** to lead this facilitation by this 3-day deadline. These questions should be informed by what we are learning in class, but also by other literature that you find relevant to the subject matter. In class, you will have **up to 30 minutes** to lead a discussion on the topic/article. It is not required, but you can use media (e.g., a video) or PowerPoint in your facilitation. It is my hope that these facilitations get us as a class thinking about real-world issues from an intersectional perspective.

Due: Day You Sign Up for

Intersectional Praxis: A Self-Guided Project (40% in total)

Because of its potential to be broadly applied (Davis, 2008), individuals have used intersectionality to investigate a range of topics that deal with social inequalities – both inside and outside of higher education. The heart of this course will involve you mobilizing intersectionality to interrogate a topic that you are passionate about personally and/or professionally. I want you to be creative with this project. Is there a program that you need to revisit in your work site? Is there a policy that should be amended? Is there a research project that you want to create? You can apply intersectionality to any of these areas. This project will be split in three parts:

Proposal (5%)

For the proposal, you will submit a **1-2 page double-spaced paper** describing what you are hoping to do for this project. I ask that you reference at least **three scholarly works** to justify the reason for the project and/or why intersectionality is particularly poised to help you approach this work. You will have the opportunity to meet with me on July 9th and 10th to further flesh out your ideas so it is completely okay if this is still a half-baked concept. All I want to see is intentional reflection about the project and how it relates to the conversations in class.

Due: July 9th

Podcast (15%)

Honoring the work that Kimberlé Crenshaw has done to translate her scholarship in a public forum via her podcast, [Intersectionality Matters](#), this assignment is your opportunity to communicate the need/relevance of your topic in a manner accessible to wider audiences. As scholars, we are increasingly called upon to share information in a variety of mediums beyond the typical academic journal article. This podcast will be your opportunity to try out these skills.

Specifically, I am asking you to record a podcast of at least **30 minutes** long discussing the topic that you are doing for your final project with another person (e.g., a classmate, a practitioner, an

academic who studies the topic, or a student). In particular, you should be able to talk about the following:

- What is your topic?
- What do we know about your topic within the higher education scholarship?
- Why is it important for us to apply an intersectional lens to this topic?
- What recommendations do you have for research, practice, and/or policy with intersectional theorizing in mind?

Please use the following script to begin your podcast: “Welcome back to another episode of Intersectionality in Higher Education: A Podcast. My name is [insert name] and I am currently a [insert academic/professional roles]. Today, I am joined by [insert guest name and position] to talk about [insert subject matter here].”

Note that a podcast should be conversational in nature and should be able to educate the audiences both on your personal opinions, but also what we as a field know from the literature. Therefore, think about this slightly different from a research interview. You might consider having a rough outline for the conversation and sharing this with your guest beforehand to help guide the conversation, but definitely let it be organic.

You will upload the audio from your podcast for this assignment.

Due: July 28th

Final Project (20%)

For your culminating project, you will construct a final product in which you describe how intersectionality performs an intervention into your chosen topic. You can either write a final paper or you can propose an alternative format such as redesigning a curriculum for student leader training, developing a yearlong plan for professional development, or creating a new course. Regardless of the format, you should be able to answer: how does intersectionality help you reimagine the policy, practice, research project, or additional area that you have selected? To help guide your thinking, your product should incorporate answers to the following questions:

- What does higher education literature say about your topic?
- Why is it necessary to use intersectionality in relation to this topic?
- How does intersectionality help you envision a new path forward as it relates to your topic?

You will have the opportunity to discuss with Antonio the potential structure for your paper or product far in advance to the deadline. After all, I am here to help!

If you select a paper, your final papers should be a **minimum of 8 double-spaced pages**. If you are doing another creative approach, you will talk with Antonio about what an appropriate format may be for your project. Additionally, you will construct a rubric that Antonio will use to assess your project, modeling it after the rubrics that are used for other class assignments. You will discuss this further in your one-on-one meetings.

Due: August 4th

8. Evaluation of Learning Assignments

Grades should not be the primary motivation in graduate school. After all, grades will not be present in your professional roles. As such, not all activities will be graded. Occasional in-class assignments (i.e., discussions, written work, etc.) will not be graded. These, and other possible ungraded assignments, should be treated as equally important to any graded assignment.

Below, you will find general guidelines I use when assigning grades. As the semester progresses, I will provide additional guidelines related to grading criteria for specific assignments.

- A = Work of excellent quality that demonstrates an excellent understanding of course material; the writing includes thoughtful and meaningful reflection; excellent writing style, grammar and mechanics.
- B = Work of good quality that demonstrates a good understanding of the course material; evidence of a fair amount of reflection, where appropriate, but still room for more depth; writing (as defined above) that is generally good but includes some mistakes and/or some places where the writing needs improvement.
- C = Minimally adequate completion of the assignment demonstrating a limited understanding of the course material; evidence of minimally adequate reflection; minimally adequate writing (as defined above).
- D = Less than minimally adequate completion of the assignment demonstrating little understanding of the course material; evidence of less than minimally adequate reflection, where appropriate; less than minimally adequate writing (as defined above).
- F = Failure to complete an assignment or completion of assignment that does not meet any of the levels of performance described above.

Please note that I will mark your assignments down by 5% for every day that they are late.

Distribution of Final Grade

15% = Assignment #1: Attendance & Participation

15% = Assignment #2: Intersectional Inquiries: Insights from the Readings

15% = Assignment #3: Introduction to Intersectionality: A Reflective Essay

15% = Assignment #4: Intersectional Issues in Higher Education: A Facilitation

40% = Assignment #5: Intersectional Praxis: A Self-Guided Project

Incompletes will be granted only under dire circumstances and after consulting with me in advance. Incompletes will not be granted simply because more time is desired to complete assignments associated with this course.

9. Course Policies:

Students with Disabilities Statement

Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to make an individual appointment with the instructor during the first week of classes – or as soon as possible if accommodations are needed immediately. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

Academic Honesty Statement

All portions of the Auburn University Student Academic Honesty code (Title XII) found in the [Student Policy eHandbook](#) will apply to this class. All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee.

Classroom Behavior Policy

The Auburn University Classroom Behavior Policy is strictly followed in the course; please refer to the [Student Policy eHandbook](#) for details of this policy.

Emergency Contingent Policy

If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation (such as an H1N1 flu outbreak), the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials.

Changes to Syllabus Policy

As the instructor, I reserve the right to alter the syllabus at any point in the semester to better the learning experience of those in the course.

10. Class Schedule:

Week and Topic	Readings Due	Assignments Due
June 30 th : Welcome and Course Overview	<ul style="list-style-type: none"> • None! 	
July 2 nd : Introducing Intersectionality	<p>Required readings:</p> <ul style="list-style-type: none"> • Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist policies. <i>University of Chicago Legal Forum</i>, 1989(1), 139-167. • Crenshaw, K. (1991). Mapping the margins: Intersectionality, identity politics, and violence against women of color. <i>Stanford Law Review</i>, 43(6), 1241-1299. • Dill, B. T., & Zambrana, R. E. (2009). Critical thinking about inequality: An emerging lens. In B. T. Dill & R. E. Zambrana (Eds.). <i>Emerging intersections: Race, class, and gender in theory, policy, and practice</i> (pp. 1–21). Rutgers University Press. <p>Suggested additional readings:</p> <ul style="list-style-type: none"> • Collins, P. H. (2015). Intersectionality’s definitional dilemmas. <i>Annual Review of Sociology</i>, 41, 1-20. 	<ul style="list-style-type: none"> • Intersectional Inquiries: Insights from the Readings (Day 1)

	<ul style="list-style-type: none"> Collins, P. H. (2019). Intersectionality as critical inquiry. In <i>Intersectionality as critical social theory</i> (pp. 21-53). Duke University Press. 	
July 7 th : Entering the Intersectionality Wars	<p>Required readings:</p> <ul style="list-style-type: none"> Harris, J. C., & Patton, L. D. (2019). Un/doing intersectionality through higher education research. <i>The Journal of Higher Education</i>, 90(3), 347-372. Nash, J. C. (2019). A love letter from a critic, or notes on the intersectionality wars. In <i>Black feminism reimagined: After intersectionality</i> (pp. 33-58). Duke University Press. <p>Suggested additional readings:</p> <ul style="list-style-type: none"> Davis, K. (2008). Intersectionality as buzzword: A sociology of science perspective on what makes a feminist theory successful. <i>Feminist Theory</i>, 9(1), 67-85. Lange, A. C. (2020, March 2020). The (mis)use of intersectionality in student affairs: A (revised) call to practitioners and researchers. <i>Medium</i>. https://medium.com/@itsalexcl/the-mis-use-of-intersectionality-in-student-affairs-a-revised-call-to-practitioners-84ef6655fc1b May, V. M. (2015). Why are intersectionality critiques all the rage? In <i>Pursuing intersectionality, unsettling dominant imaginaries</i> (pp. 98-140). Routledge. Nash, J. C. (2016). Feminist originalism: Intersectionality and the politics of reading. <i>Feminist Theory</i>, 17(1), 3-20. 	<ul style="list-style-type: none"> Intersectional Inquiries: Insights from the Readings (Day 2) Introduction to Intersectionality: A Reflective Essay
July 9 th : Intersectionality's Herstories	<p>Required readings:</p> <ul style="list-style-type: none"> Carastathis, A. (2016). Intersectionality, Black feminist thought, and women-of-color organizing. In <i>Intersectionality: Origins, contestations, horizons</i> (pp. 15-68). University of Nebraska Press. <p>Suggested additional reading:</p> <ul style="list-style-type: none"> Anders, A. D., & DeVita, J. M. (2019). Intersectionality: A legacy from critical legal studies and critical race theory. In D. Mitchell Jr., J. Marie, & T. Steele (Eds.), <i>Intersectionality & higher education: Theory, research, & praxis</i> (2nd ed., pp. 27-40). Peter Lang. Collins, P. H. (2009). The politics of Black feminist thought. In <i>Black feminist thought</i> (pp. 1-23). Routledge. (Originally published in 2000) Hancock, A-M. (2016). The multicultural epistemology of intersectionality. In <i>Intersectionality: An intellectual history</i> (pp. 72-123). Oxford University Press. 	<ul style="list-style-type: none"> Intersectional Inquiries: Insights from the Readings (Day 3) Intersectional Topics in Higher Education: Facilitation (Day 1) Intersectional Praxis: A Self-Guided Project – Proposal [Optional 30 minute meetings with Antonio on July 9th or 10th]
July 14 th : Who is Intersectionality For?	<p>Required readings:</p> <ul style="list-style-type: none"> Cho, S. (2013). Post-intersectionality: The curious reception of intersectionality in legal scholarship. <i>Du Bois Review: Social Science Research on Race</i>, 10(2), 385-404. Kendall, F. E., & Wijesinghe, C. L. (2017). Advancing social justice work at the intersections of multiple privileged identities. In C. L. Wijeyesinghe (Ed.), <i>Enacting intersectionality in student affairs</i> (New Directions for Student Services, no. 157, pp. 91-100). Jossey-Bass. <p>Suggested additional readings:</p>	<ul style="list-style-type: none"> Intersectional Inquiries: Insights from the Readings (Day 4) Intersectional Topics in Higher Education: Facilitation (Day 2)

	<ul style="list-style-type: none"> • Carastathis, A. (2008). The invisibility of privilege: A critique of intersectional models of identity. <i>Les ateliers de l'éthique / The Ethics Forum</i>, 3(2), 23-38. • Duran, A., & Jackson, R. (2019). Thinking theoretically with and beyond intersectionality: Frameworks to center QTPOC experiences. In D. Mitchell Jr., J. Marie, & T. Steele (Eds.), <i>Intersectionality and higher education: Theory, research, and practice</i> (2nd ed., pp. 41-50). Peter Lang. • Jones, S. R. (2009). Constructing identities at the intersections: An autoethnographic exploration of multiple dimensions of identity. <i>Journal of College Student Development</i>, 50(3), 287-304. • Rodriguez, J., & Freeman, K. J. (2016). 'Your focus on race is narrow and exclusive:' The derailment of antiracist work through discourses of intersectionality and diversity. <i>Whiteness and Education</i>, 1(1), 69-82. 	
<p>July 16th: Intersectionality in Practice – Day 1</p>	<p>Required readings:</p> <ul style="list-style-type: none"> • Claros, S. C., Garcia, G. A., Johnston-Guerrero, M. P., & Mata, C. (2017). Helping students understand intersectionality: Reflections from a dialogue project in residence life. In C. L. Wijeyesinghe (Ed.), <i>Enacting intersectionality in student affairs</i> (New Directions for Student Services, no. 157, pp. 45-55). Jossey-Bass. • Duran, A., Pope, R. L., & Jones, S. R. (2020). The necessity of intersectionality as a framework to explore queer and trans retention. <i>Journal of College Student Retention: Research, Theory & Practice</i>, 21(4), 520-543. [SKIM] • Jennrich, J., & Kowalski-Braun, M. (2014). "My head is spinning." Doing authentic intersectional work in identity centers. <i>Journal of Progressive Policy & Practice</i>, 2(3), 199-212. <p>Suggested additional reading:</p> <ul style="list-style-type: none"> • Evans, M. E., & Wallace, J. K. (2019). No longer cast aside: A critical approach to serving queer and trans students of color in higher education. In D. Mitchell Jr., J. Marie, & T. Steele (Eds.), <i>Intersectionality & higher education: Theory, research, & praxis</i> (2nd ed., pp. 181-189). Peter Lang. • Harris, J. C., & Patton, L. D. (2017). The challenges and triumphs in addressing students' intersectional identities for Black culture centers. <i>Journal of Diversity in Higher Education</i>, 10(4), 334-349. • Kelly, B. T., Gardner, P. J., Stone, J., Hixson, A., & Dissassa, D.-T. (2019). Hidden in plain sight: Uncovering the emotional labor of Black women students at historically white colleges and universities. <i>Journal of Diversity in Higher Education</i>. Advance online publication. https://doi.org/10.1037/dhe0000161 	<ul style="list-style-type: none"> • Intersectional Inquiries: Insights from the Readings (Day 5) • Intersectional Topics in Higher Education: Facilitation (Day 3)
<p>July 21st: Intersectionality in Practice – Day 2</p>	<p>Required readings:</p> <ul style="list-style-type: none"> • Burden, S, Hamill, J., & Gilbert, C. (2019). Intersectional praxis in higher education and student affairs supervision. In D. Mitchell Jr., J. Marie, & T. Steele (Eds.), <i>Intersectionality & higher education: Theory, research, & praxis</i> (2nd ed., pp. 201-210). Peter Lang. 	<ul style="list-style-type: none"> • Intersectional Inquiries: Insights from the Readings (Day 6) • Intersectional Topics in Higher Education:

	<ul style="list-style-type: none"> Duran, A., & Jackson, R. (in press). The role of power and oppression in the classroom: Actualizing the potential of intersectionality in teaching and learning. In L. Parson & C. Ozaki (Eds.), <i>Teaching and learning for social justice and equity in education</i> (Vol. 2). Palgrave Macmillan. Moneta, L. (2017). Intersectionality in student affairs: Perspectives from a senior student affairs officer. In C. L. Wijeyesinghe (Ed.), <i>Enacting intersectionality in student affairs</i> (New Directions for Student Services, no. 157, pp. 69-79). Jossey-Bass. <p>Suggested additional readings:</p> <ul style="list-style-type: none"> Carson Byrd, W., Ovink, S. M., & Brunn-Bevel, R. J. (2019). Tips of icebergs in the ocean: Reflections on future research for embracing intersectionality in higher education. In W. Carson Byrd, R. J. Brunn-Bevel, & S. M. Ovink (Eds.), <i>Intersectionality and higher education: Identity and inequality on college campuses</i> (pp. 257-269). Rutgers University Press. Dill, B. T. (2009). Intersections, identities, and inequalities in higher education. In B. T. Dill & R. E. Zambrana (Eds.). <i>Emerging intersections: Race, class, and gender in theory, policy, and practice</i> (pp. 229-252). Rutgers University Press. 	Facilitation (Day 4)
July 23 rd : Intersectionality in Research	<p>Required readings:</p> <ul style="list-style-type: none"> Duran, A., & Jones, S. R. (2019). Using intersectionality in qualitative research on college student development: Considerations, tensions, and possibilities. <i>Journal of College Student Development</i>, 60(4), 455-471. Jones, T. B. (2015). Me-search is research: My socialization as an academic. In D. J. Davis, R. J. Brunn-Bevel, & J. L. Olive (Eds.), <i>Intersectionality in educational research</i> (252-260). Stylus. Strayhorn, T. L. (2017). Using intersectionality in student affairs research. In C. L. Wijeyesinghe (Ed.), <i>Enacting intersectionality in student affairs</i> (New Directions for Student Services, no. 157, pp. 57-67). Jossey-Bass. <p>Suggested additional readings:</p> <ul style="list-style-type: none"> Bowleg, L. (2008). When Black + lesbian + woman ≠ Black lesbian woman: The methodological challenges of qualitative and quantitative intersectionality research. <i>Sex Roles</i>, 59(5-6), 312-325. Moradi, B., & Grzanka, P. R. (2017). Using intersectionality responsibly: Toward critical epistemology, structural analysis, and social justice activism. <i>Journal of Counseling Psychology</i>, 64(5), 500-513. Porter, C. J. (2019). Metaphorically speaking: Being a Black woman in the academy is like... In D. Mitchell Jr., J. Marie, & T. Steele (Eds.), <i>Intersectionality & higher education: Theory, research, & praxis</i> (2nd ed., pp. 99-109). Peter Lang. 	<ul style="list-style-type: none"> Intersectional Inquiries: Insights from the Readings (Day 7) Intersectional Topics in Higher Education: Facilitation (Day 5)
July 28 th : NO CLASS	<ul style="list-style-type: none"> Enjoy the day off to work on your assignments/recharge! 	<ul style="list-style-type: none"> Intersectional Praxis: A Self-Guided Project - Podcast
July 30 th :	Required readings:	<ul style="list-style-type: none"> Intersectional Inquiries:

<p>Intersectionality in Policy</p>	<ul style="list-style-type: none"> • Iverson, S. V. (2015). Interlocking oppressions: An intersectional analysis of diversity in diversity action plans at U.S. land-grant universities. In D. J. Davis, R. J. Brunn-Bevel, & J. L. Olive (Eds.), <i>Intersectionality in educational research</i> (211-230). Stylus. • Núñez, A-M. (2014). Employing multilevel intersectionality in educational research: Latino identities, contexts, and college access. <i>Educational Researcher</i>, 43(2), 85-92. • Royster, L-A. (2016). When things go wrong: Avoiding and managing collisions in the intersections. In B. Barnett & P. Felten (Eds.), <i>Intersectionality in action: A guide for faculty and campus leaders for creating inclusive classrooms and institutions</i> (pp. 77-86). Stylus. <p>Suggested additional readings:</p> <ul style="list-style-type: none"> • Nanney, M. (2019). Making room for gendered possibilities: Using intersectionality to discover transnormative inequalities in the women’s college admissions process. In W. Carson Byrd, R. J. Brunn-Bevel, & S. M. Ovink (Eds.), <i>Intersectionality and higher education: Identity and inequality on college campuses</i> (pp. 227-241). Rutgers University Press. 	<p>Insights from the Readings (Day 8)</p> <ul style="list-style-type: none"> • Intersectional Topics in Higher Education: Facilitation (Day 6)
<p>August 4th (During Finals Week): Intersectionality’s Future</p>	<p>Required readings:</p> <ul style="list-style-type: none"> • Nash, J. C. (2019). Love in the time of death. In <i>Black feminism reimagined: After intersectionality</i> (pp. 111-132). Duke University Press. <p>Suggested additional reading:</p> <ul style="list-style-type: none"> • Cho, S., Crenshaw, K. W., & McCall, L. (2013). Toward a field of intersectionality studies: Theory, applications, and praxis. <i>Signs: Journal of Women in Culture and Society</i>, 38(4), 785-810. 	<ul style="list-style-type: none"> • Intersectional Inquiries: Insights from the Readings (Day 9) • Intersectional Praxis: A Self-Guided Project – Final