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“Teaching Intersectionally: How Race, Gender, and Sexuality Work in the Classroom”

October 4, 12, 19 & 26, 2016

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Best Practices for Teaching Intersectionally

General:

- Importance of conceptual clarity.
- Importance of understanding how systems of power shape different social locations (e.g., 'race'/ethnicity, Indigeneity, gender, class, sexuality, geography, age, disability/ability, migration status, religion).
- These interactions occur within a context of connected systems and structures of power (e.g., laws, policies, state governments and other political and economic unions, religious institutions, media).
- Through such processes, interdependent forms of privilege and oppression are shaped by colonialism, imperialism, racism, homophobia, ableism and patriarchy are created” (Hankivsky, 2014).
- Experiences can not be explained through single categories because they are multidimensional, complex, and shaped by different social dynamics operating together.
- Relationships and power dynamics between social locations & processes are linked.
- We experience privilege & oppression simultaneously.
- Individual experiences are linked to broader structures and systems crucial for revealing how power relations are shaped and experienced.
- We must consider our own social position, role, and power with an intersectional approach (reflexivity).
- Explicitly oriented towards transformation, building coalitions, and working towards social justice
- Individual experiences are linked to broader structures and systems crucial for revealing how power relations are shaped and experienced.
- Intersectionality as a framework engages in social justice.
- It highlights interlocking oppressions and interconnected differences

- Multiple axes of power means a oppressions get experienced simultaneously and exponentially
- Multiple marginality infers multiple resistances
- Intersectionality occurs at the structural, political, and representational levels
- Bodies get situated in systems of power that are socially located

Content:

- Are you paying attention to multi-level analysis: Macro, Meso, Micro
- How do you situate your own practices regarding epistemic domination?
- What knowledge has been marginalized and/or excluded in your field/discipline/teaching area?
- Where do you makes space for racially/gendered/sexually diverse perspectives & different mirrors
- How can you examine racial/gender/sexual epistemologies & contracts in course material?
- What are the margins of your course content?
- Multi-level analysis for gender include looking at structures, stratification, and processes of gender experiences (cultures, expression, identities)
- Important to show the relationality of power through social categories
- Differentiate all constructs intersectionally.
- Find texts that help highlight the complexities of gender and sexual identities and cultures.
- Use structure, stratification, and process as a guideline for gender and sexuality.
- Foreground distinctions among and across constructs, eg. difference between race, racism, racialization or gender performance and performativity.

Context/Classroom Dynamic:

- How do your conceptual categories intersect and shape each other?
- Where can/do you highlight subordinated knowledges?
- Do you address questions of power, in the discipline, texts used, and in the classroom?
- How can you illustrate current racial/gender/sexual dynamics?
- What ways do you examine both homogeneity and difference?
- How do you center the most marginal voices and stories?
- How can you position yourselves as a teacher & thinker?
- Which groups do you position yourselves within?
- How can you find a balance in class between your own positioning and that of your students?
- Distinguish between racial essentialism and racial awareness
- How does your teaching account for race, racism, and racialization in your classroom?
- Where can examining these constructs be most effective in your curriculum?
- Find places where these constructs arise in the texts used.
- Use difficult moments in your classroom as teaching moments?
- Situate your own relationship to race, racism, and racialization (model these to students).
- What questions help disrupt normative gendered power relations?
- How can you invert normative thinking about these constructs?

Teaching Intersectionally Resource List:

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