



Department of Education

Intersectional Perspectives in Educational Sciences (IPA462)

**Master Level Course
Spring Semester 2018 (7,5 ECTS)**

Course Requirements and Grading

I. General Introduction

Course Content

This course introduces intersectionality and its importance as an analytical framework in education and social science research. The course addresses how social movements and different theoretical schools nationally and internationally have contributed to today's understanding of intersectionality. The course also deals with questions about how social science and pedagogical research can be conducted with an intersectional focus and contribute to the field of International and comparative education.

Learning Outcomes

After the course, the student should be able to:

- demonstrate an understanding of how intersectionality has evolved as a research area,
- design a study that takes intersectionality into account,
- demonstrate insights into the importance and challenges of research with an intersectional perspective.

Course Activities

The course contains compulsory instruction which combines lectures, seminars and group work to achieve the learning outcomes. Students are required to attend 80% of the compulsory course sessions.

The course participant shall actively participate in the course, discussions and seminars.

Each course participant shall submit a course paper assignment that shows abilities that corresponds to the expected learning outcomes.

The ICT collaboration and learning platform Mondo is used for communication, messages, information about the course and dissemination of course material. For more information, see: <https://zero.comaround.com/link/3ec1208149424762bbd19feedaf514b9/>

Course Schedule

An updated course schedule is available on TimeEdit via <https://cloud.timeedit.net/su/web/stud1/ri10X375X58Z06Q5Z06g0Y45y1016Y45704gQY5Q50185004Y56757Q7.html>

Please refer to the course schedule for required readings.

Attendance

Course attendance is required for a student to be examined. In order for students to be examined, they must have attended at least 80% of all compulsory course sessions, such as lectures, seminars, group work, and group work presentations. Student absences of more than 20% of the course sessions must be compensated via additional course assignments. If a student has attended less than 60% of the course sessions they have to re-take the course.

II. The Course Examination

The course is examined through an individual written assignment. Each student shall submit a course paper assignment that shows the abilities in critically examining intersectionality as an analytical framework and capacities to take intersectional perspectives into account when discussing and/or designing a research in the field of international and comparative education. The examination task will be published according to relevant dates on Mondo.

Assessment is based on:

- active participation in the course, discussions and seminars,
- quality of the submitted course paper.

Students who fail the examination or do not submit a course paper in time will have the opportunity to submit an assignment during the second or third examination. These course participants will be asked to complete a new assignment with a new deadline, which are stated under “Examination Dates”.

Student achievement is graded according to a seven grade, criteria referenced scale: With A-E as passing grades (in descending order) and Fx and F as failing grades (cf. attached grading scale).

- Examination tasks which are not submitted by the deadline stated in the course description will not be assessed.
- At least three examinations must be offered for each course occasion.
- A student who has already received the grade E at the exam may not re-take the exam to achieve a higher grade.
- A student who has received a failing grade after submitting two new examination tasks

for a course or part of a course, has the right to be assigned a new examiner, unless circumstances do not allow. Such requests should be made to the department board/ head of department.

Examination Dates

Course paper instructions will be provided during the first lecture. Detailed instructions of the course paper assignment will also be provided on Mondo.

Course paper deadline

The course paper submission date is **Friday, November 2nd by 23.59**. The paper is submitted in the 'Assignment' folder on Mondo. Please save the document as your Surname, First Name.

Second Examination

Students who do not submit a course paper on **November 2nd**, who fail to submit their course paper by the due date, or receive an unsatisfactory mark in the course examination can submit an assignment during the second examination. The second examination will contain a new topic and new task.

Second Examination Dates

Assignment task will be posted on Mondo on **Friday, December 14th, 2018**.

The submission date is **Friday, December 21st, 2018 by 23.59**. The paper is submitted in the 'Assignment' folder on Mondo under "Second Examination". Please save the document as your Surname, First Name.

Third Examination

Students who do not submit a course paper on **December 21st, 2018**, who fail to submit their course paper by the due date, or receive an unsatisfactory mark in the course examination can submit an assignment during the third examination. The third examination will contain a new topic and new task.

Third Examination Dates:

Assignment task will be posted on Mondo on **February 1st, 2019**.

The submission date is **Friday, February 8th, 2019 by 23.29**. The paper is submitted in the 'Assignment' folder on Mondo under "Third Examination". Please save the document as your Surname, First Name.

III. Ethical Issues

Academic honesty and integrity must be respected. A reference list and proper citation of literature, including page numbers, and of other sources, is a requirement for all assignments. The course examination is based on the quality of the course paper, including the references and citations. We use Urkund as text comparison software.

Any act of plagiarism is taken seriously.

Plagiarism is an act of fraud that involves stealing someone else's work, for example:

- 1) copying texts from other sources without giving proper citation;
- 2) failing to put quotation marks in for direct quotations;

- 3) incorrect information about the source; and
- 4) paraphrasing without proper citation.

Self-plagiarism is also seen as an act of fraud. It is not allowed to use texts that you have written yourself and that have been examined as part of other university courses and present them as assignments for examination in a new course. This is referred to as self-plagiarism and is in the same way as other types of plagiarism taken seriously by Stockholm University.

It is important that you understand the seriousness of the offence. At Stockholm University, plagiarism is taken seriously and will be reported to the University Disciplinary Board with a possible consequence that the student will be suspended from their studies for up to 6 months. Please read the following webpages to learn more about Regulations for Disciplinary Matters at Stockholm University:

<https://www.su.se/english/education/2.211/guidelines-for-disciplinary-matters-at-stockholm-university-1.181>

The Grading System

Grading Scale	
A.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in an excellent way. The student shows an excellent ability to describe, analyse and discuss the content of the course in an independent and reflective way. The text contains several references to the course literature and to other relevant texts that are well chosen to fit the context. The text is well structured, without any formal mistakes and with a language that signifies clarity and an effort to elaborate the text. The text should not be shorter or longer than the range prescribed in the course assignment. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
B.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a very good way. The student shows a very good ability to describe, analyse and discuss the content of the course in an independent and reflective way. The text contains several references to the course literature and to other relevant texts that are well chosen to fit the context. The text is well structured, without formal mistakes and with a language use that signifies clarity and an effort to elaborate the text. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
C.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a good way. The student shows good ability to describe, analyse and discuss the content of the course without major shortcomings. The text refers in a relevant way to the course literature and to other appropriate texts. The text is well structured, without any major formal mistakes and with a good language use. A course paper that is shorter or longer than the prescribed range will be affected in the grading.

D.	The course paper demonstrates that all the learning outcomes of the course have been fulfilled in a satisfactory way. The student shows that he/she has achieved knowledge and understanding of the course content and ability to discuss this in an independent way. The text refers to the course literature. The text is structured in a satisfactory way, without any major formal mistakes and in an acceptable language. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
E.	The course paper demonstrates that the learning outcomes of the course have been fulfilled in a sufficient way. The student shows that he/she has achieved an acceptable knowledge and understanding of the course content, but with a limited ability to discuss this in an independent way. The text connects to the course literature. The text is structured in an acceptable way, without any serious formal mistakes and in an acceptable language. A course paper that is shorter or longer than the prescribed range will be affected in the grading.
Fx.	The course paper demonstrates that the required learning outcomes have not been fulfilled. Possible shortcomings could be: that the course literature is not covered in a sufficient way, analyses and discussions in the text are not convincing, the text is too close to the course literature, there is no link between own observations and the course literature / the content of the course, the text is difficult to understand due to inadequate language use, the disposition of the text makes it difficult to follow the text, references are incorrect or missing and/or the paper is much shorter or much longer than the prescribed length. A revision of the paper within a given period of time is needed.
F.	The exam paper demonstrates that the required learning outcomes have not been fulfilled. Possible shortcomings could be those mentioned under F(x), but are so serious that they cannot be amended by a revision of the text. The course participant has to do a new course assignment that will be given by the course leader.

Lecturers in the course

Associate Professor Susanne Kreitz-Sandberg (Course leader)

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Associate Professor Ali Osman

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Senior Lecturer Rebecca Adami

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Ms. Claudia Schuman

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Course administrator

Ms. Emma West

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IV. Course Literature

Main Readings

a) Course books

Hill Collins, P. & Bilge, S. (2016). *Intersectionality*. Cambridge, UK & Malden, US: Polity Press. ISBN: 9780745684482. 9780745684499. 9780745684529

Davis, DJ; et al. (2015). *Intersectionality in educational research*. Sterling, Virginia: Stylus, 2015., 2015. (Engaged Research and Practice for Social Justice in Education Series). ISBN: 9781620360958. **(selected chapters)**

b) Articles

Adami, R. (2013). Intersectional Dialog - A Cosmopolitical Dialogue of Ethics *Cosmopolitan Civil Societies Journal*, Vol.5, No.2, 2013 45 ISSN: 1837-5391; <http://utsescholarship.lib.uts.edu.au/epress/journals/index.php/mcs>

Appelbaum, B. (2010). Race, Critical Race Theory and Whiteness. *International Encyclopedia of Education* (Third Edition) pp. 36-43 <https://doi.org/10.1016/B978-0-08-044894-7.00541-8>

Ashcraft, C., Eger, E. K. and Scott, K. A. (2017). Becoming Technosocial Change Agents: Intersectionality and Culturally Responsive Pedagogies as Vital Resources for Increasing Girls' Participation in Computing. *Anthropology & Education Quarterly*, 48: 233–251. <https://doi:10.1111/aeq.12197>

Cho, S., Crenshaw, K.W. & McCall, L. (2013). Towards a field of Intersectionality Studies: Theory, Application, and Praxis. *Journal of Women in Culture and Society*, vol. 38, no.4, 785-810. <https://doi:130.236.089.040>

Christensen, A. D. & Jensen, S. Quotrup (2012). Doing Intersectional Analysis: Methodological Implications for Qualitative Research. *NORA – Nordic Journal of Feminist and Gender Research* 20(2), 109-125. <https://doi.org/10.1080/08038740.2012.673505>

Crenshaw, C. (1991). Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color. *Stanford Law Review*, vol. 43, No. 6 (Jul.1991), pp. 1241-1299.

Diamond, J.B., Randolph, A. & Spillane J.P. (2004). Teachers' Expectations and Sense of Responsibility for Student Learning: The Importance of Race, Class, and Organizational Habitus. *Anthropology & Education Quarterly* 35(1):75–98.

Else-Quest, N.M. & Hyde, J.S. (2016). Intersectionality in Quantitative Psychological Research: II. Methods and Techniques. *Psychology of Women Quarterly* Vol 40(3), 319-336. <https://doi:10.1177/0361684316647953>

Hankivsky, O., & Grace, D. (2015). Understanding and emphasizing difference and intersectionality in multimethod and mixed methods research. In S. Hesse-Biber, R. B.

Johnson, S. Hesse-Biber, R. B. Johnson (Eds.). *The Oxford handbook of multimethod and mixed methods research inquiry* (pp. 110-127). New York, NY, US: Oxford University Press.

Mørk, Y. (2003). Narratives of the intersections of masculinities and ethnicities in a Danish high school class. *NORA – Nordic Journal of Feminist and Gender Research* 11(2), 109-125. <https://doi.org/10.1080/08038740310002969>

Osman, A. (2013). Popular education in the service of “integration”: empowerment or internalization of dominant cultural ethos. In Laginder, Nordvall, & Crowther (Ed.), *popular education, power, and democracy* (pp. 263-268). Leicester, UK: NIACE Renaissance House

Schiels, S.A. (2008). Gender: An Intersectionality Perspective. *Sex roles* 59: pp. 301-311. <https://DOI:10.1007/s11199-008-9501-8>

Scott, N. & Siltanen, J. (2017). Intersectionality and quantitative methods: assessing regression from a feminist perspective. *International Journal Of Social Research Methodology*, 20(4), 373-385. <https://doi:10.1080/13645579.2016.1201328>

Windsong, E.A. (2018). Incorporating intersectionality inot research design: an example using qualitative interviews. *International Journal Of Social Research Methodology*, vol. 21, no. 2, 135-147. Doi: 10.1080.13645579.2016.1268361

Yuval-Davis, N. (2007). Intersectionality, Citizenship and Contemporary Politics of Belonging. *Critical Review of International Social and Political Philosophy*, 10:4, pp. 561-574.

Further readings (selective)

Adami, R. (2017): Intersectional Dialogue – Analyzing Power in Reaching a Universal Declaration on Human Rights in 1948 on Conflicting Grounds, *Journal of Human Rights*, DOI: 10.1080/14754835.2017.1357027

Crenshaw, K., Gotanda, N.T., Peller, G. & Kendall Thomas (Eds., 1995). *Critical Race Theory: The Key Writings that Formed the Movement*. New York: The New Press.

Del Toro, J. (2016). Invited Reflections: Intersectionality in Quantitative and Qualitative Reserach. *Psychology of Women Quarterly*. Vol 40(3), 347-350. DOI: 10.1177/0361684316655768

Kreitz-Sandberg, S. (2016). Improving Pedagogical Practices through Gender Inclusion: Examples from University Programmes for Teachers in Preschools and Extended Education, *International Journal for Research on Extended Education; IJREE*, Vol. 4, Issue 2-2016, pp. 71-91. <doi.org/10.3224/ijree.v4i2.25782>

Mohanty, C.T. (2003). *Feminism Without Borders. Decolonizing Theory, Practicing Solidarity*. London: Duke University Press.

Warner, L.R. (2008). A Best Practices Guide to Intersectional Approaches in Psychological Research. *Sex Roles* 59: 454-463. DOI 10.1007.s11199-008-9504-5

Worden, E. A., & Miller-Idriss, C. (2016). *Beyond Multiculturalism: Conflict, Co-Existence, and Messy Identities*. Emerald Group Publishing Limited. doi:10.1108/S1479-367920160000030018

Additional readings as advised on the course website and lecture sessions.